

# English First Additional Language Grade 8

**By:**

Siyavula Uploaders



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Siyavula Uploaders

**Online:**

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**C O N N E X I O N S**

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# Chapter 1

## Term 1

### 1.1 Writing a descriptive paragraph or poem<sup>1</sup>

#### 1.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 1.1.2 Grade 8

#### 1.1.3 WHO'S WHO . . . IN THE ZOO?

#### 1.1.4 Module 1

#### 1.1.5 TO WRITE A DESCRIPTIVE PARAGRAPH / POEM

##### 1.1.5.1 THIS IS A THINKING GAME!

Who's who ..... in the zoo?

Can you work out the names of the animals in the four rhyming riddles below?

They are all animals that can be seen in most zoos. Fill in each space.

Tip: The answer to each riddle is given BUT the letters are not in the right order.

##### 1.1.5.1.1 THE GREAT PRETENDER

I am a creature that everyone fears: Don't trust my smile and don't trust my tears. To think I'm asleep is a fatal mistake. This hungry - - - - - is wide awake!

Answer: clodeoric - MJB

##### 1.1.5.2 SCAVENGER

From shadows he watches the lions feast; hears the crunching of bone as they tear at a beast. When the lions have gone, he dines all alone on dry clotted blood and splinters of bone. Friendless, detested, welcomed by none. He's the laughing - - - - - whom all creatures shun.

Answer: heany - MJB

##### 1.1.5.2.1 MR WONDERFUL

I am the most beautiful cat of all. I am a - - - - - from Bengal.

Answer: grite - MJB

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m22069/1.1/>>.

**1.1.5.3 ZOO FAVOURITE**

I am the clown the kids love to see. I swing along from tree to tree. My arms are so long they reach to my knee I'm the friendliest, funniest young - - - - -

Answer: pincehmaze - MJB

**1.1.5.4 Activity 1:****1.1.5.5 To write a descriptive paragraph/poem****1.1.5.6 [LO 4.4.1, 3.1.1]**

1. Write a descriptive paragraph/poem ( $\pm 70$  words) of an animal in a specific setting.

Choose imaginative and vivid ADJECTIVES to describe what you see.

Use powerful VERBS to describe movement and sound.

Start with a striking sentence.

Possible template to use:

- Striking first line
- Some adjectives to use
- Some verbs to use
- Rough draft(s)
- Edited version

2. Now find a poem about an animal that appeals to you and come and read it to the class.

It is important that you manage to convey what the poet is trying to say. Remember: It is the *message* of the poem that is important – so you need not feel shy or embarrassed.

**1.1.5.7 ACTIVITY 2:****1.1.5.8 LISTENING AND RESPONDING****1.1.5.9 [LO 5.2.1]**

**zoo** / zu:/ n. a zoological garden. [abbr.]

**zoologist** / n. a scientist who studies animals

**zoology** n. the scientific study of animals

**Do you really know what a zoo is?** Your teacher will read you a passage. You must listen closely so that you can answer the questions which follow. You may take notes. Your answers must be based on the text. You will probably be amazed to see how much you have learnt by *just listening!* .

How well did you listen? Answer the following questions and find out!

Write your answers down in the space provided. Do not write while your teacher is reading!

**LISTENING ASSESSMENT**

|   |       |
|---|-------|
| Zoo" is an abbreviation. What was a zoo originally called?      | ..... |
| For whom were zoos originally intended?                         |       |
| What word is used which means "kings and queens"?               |       |
| What animal, mentioned in the passage, lives only in Australia? |       |
| What animal is very inquisitive?                                |       |
| What animal has a long memory?                                  |       |
| Are gorillas naturally aggressive, shy or friendly?             |       |



**Table 1.1**

|   |
|---|
| HOW WELL DID YOU LISTEN? If you want to know how well you did, compare the number of correct answers you had, against the CODE below. |
|   |
| 4 = Has done very well  |
| 3 = Satisfactory performance  |
| 2 = Not satisfactory – needs help   |
| 1 = Below expectations  |

Table 1.2

The comments below are aimed at self-assessment. Read the COMMENTS, decide which one applies to YOU. Read the corresponding ADVICE and follow it to improve your listening skills!

| COMMENT   | ADVICE   |
|---|--|
| 1. I understood the facts and remembered them.                                  | Well done! Keep reading and noting facts as you read   |
| 2. I could not listen and take in the facts at the same time.                   | Read items from the newspaper daily. Then ask yourself questions.  |
| 3. I listened and understood, but I could not remember answers                  | Try to concentrate on facts. Jot down key-words which will jog your memory.                                    |
| 4. I did not understand many of the words in both the passage and the questions | You must read, read, read! You need to build up your vocabulary actively. Keep a personalised mini-dictionary! |

Table 1.3

#### 1.1.5.10 ACTIVITY 3:

#### 1.1.5.11 “IN MY OPINION . . . ”

#### 1.1.5.12 [LO 4.6.1]

This activity will teach you how to express your opinion effectively.

Good communication is a combination of skills. These are skills which can be learnt. The more you practise them, the more they will improve.

**Think** about an issue.

**Decide** what your point of view is.

**Find the facts** - base your opinion on facts.

**Express** your opinion clearly and correctly.

Of course people have different opinions and everyone is entitled to an opinion! Just remember that a person's point of view is influenced by many things. Specific cultures, education and knowledge are a few of the things that cause people to see things differently. Bear this in mind when you differ and always try to *understand* the way other people think even though you may disagree.

Say “YES!”

agree: to say you have the same opinion

confirm: to back up what has been said

approve: to support what has been said

“Say what you mean; mean what you say!”

Say “NO!”

disagree: to have a different opinion

deny: to say you do not accept what has been said

disapprove: to say you dislike what has been said

WHAT you say is important, but HOW you say it is more important

When you agree, disagree, confirm, deny, approve or disapprove, you are saying “Yes” or “No”. Study the dictionary definitions (above), to understand them.

Now, choose a partner and *practise* the art of saying “Yes” or “No” correctly.

Read the following example. It shows how two people can have differing opinions.

Perhaps add some ideas?

#### 1.1.5.12.1 Important reminder and CHECKLIST: When writing a play-form dialogue:

|   |       |
|---|-------|
| Do not use inverted commas.                                     | ..... |
| Leave a line open between speakers.                             |       |
| Allow the words to create your characters.                      |       |
| Print the name of each speaker clearly against the left margin. |       |
| Put a colon after each speaker’s name.                          |       |
| Give stage instructions (if any) in brackets                    |       |
| Use the correct tense: Present or Present Continuous Tense.     |       |
| Use correct spelling and other language use.                    |       |
| Use correct punctuation   |       |
| Use neat handwriting  |       |

Table 1.4

DOGS

Lee: I really love dogs! They are SO loyal!

Chris: I hate them! They stink!

Lee: That might be true of SOME dogs but I like them because they are wonderful pets.

Chris: Yet I hate them because they have fleas, they chase my bike and bark all night.

Lee: That is because you always tease them.

Chris: I never tease dogs!

Lee: Yes, you do!

Chris: I DO NOT!!!

Build YOUR OWN “Yes” / “No” conversations to practise the skill of expressing the following correctly, effectively, yet politely:

| YES   | NO                           |
|---|------------------------------|
| <ul style="list-style-type: none"> <li>how to agree with someone</li> </ul> | how to disagree with someone |
| continued on next page  |                              |

|  |                                  |
|--|----------------------------------|
| <ul style="list-style-type: none"> <li>• how to confirm your opinion</li> </ul>  | how to deny something            |
| <ul style="list-style-type: none"> <li>• how to approve of an opinion</li> </ul> | how to disapprove of an opinion. |

Table 1.5

Read the Instructions carefully:

1. Choose a partner.
2. The two of you must prepare **THREE** dialogues together.
3. You must choose **one** topic from *each* group of topics below:

|   |  |
|---|--|
| Agree / disagree on –                     |  |
| Homework is unnecessary                   |  |
| The best team sport of all is . . .       |  |
| Cats are better pets than dogs.           |  |
| Confirm/deny -                            |  |
| “I hear you won a million rand!”          |  |
| “Saturday’s party has been cancelled?”    |  |
| “Hey! That’s my T-shirt you are wearing!” |  |
| Approve / disapprove                      |  |
| Body-piercing and tattoos                 |  |
| Magic                                     |  |
| Video games                               |  |

Table 1.6

4. **Speaker 1** must make a comment.
  5. **Speaker 2** must respond.
  6. **Both** speakers must speak at least **THREE** times
  7. Do rough planning of your spoken dialogue in the space provided.
  8. Add stage instructions where necessary.
  9. Choose the *best* dialogue, practise it and perform it for the class.
- Now select the *BEST* dialogue, practise it and **act it out** before the class.

### 1.1.6 Assessment

|                               |
|-------------------------------|
| LO 3                          |
| <i>continued on next page</i> |

|  |   |
|--|---|
| Reading and Viewing  | The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts. |
| We know this when the learner:   |   |
| 3.1 reads a text (fiction or non-fiction):3.1.1 identifies purpose, audience and context.  |   |
| LO 4   |   |
| Writing  | The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.  |
| We know this when the learner:   |   |
| 4.4 writes creatively:4.4.1 shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language); |   |
| 4.6 treats writing as a process: 4.6.1 drafts, reads and discusses own writing critically;   |   |
| LO 5   |   |
| Thinking and Reasoning   | The learner will be able to use language to think and reason, as well as to access, process and use information for learning.                             |
| We know this when the learner:   |   |
| 5.2 uses language for thinking: 5.2.1 asks and answers more complex questions (e.g. ‘When this is changed, then what else would change?’). |   |

Table 1.7

### 1.1.7 Memorandum

#### Activity 1

Answers:

**THE GREAT PRETENDER:** *crocodile* **SCAVENGER:** *hyena* **ZOO FAVOURITE:** *chimpanzee*  
**MR WONDERFUL:** *tiger*

#### Activity 2

#### LISTENING ASSESSMENT

Read the questions TWICE, slowly and clearly.

|   |                     |
|---|---------------------|
| “Zoo” is an abbreviation. What was a “zoo” originally called?   | a zoological garden |
| For whom were zoos originally intended?                         | royalty and rich    |
| What word is used which means “of kings and queens”?            | royalty             |
| What animal, mentioned in the passage, lives only in Australia? | kangaroo            |
| What animal is very inquisitive?                                | hippo               |
| What animal has a long memory?                                  | elephant            |
| Are gorillas naturally A aggressive B shy C friendly?           | shy                 |

Table 1.8

## 1.2 Attitude to reading<sup>2</sup>

### 1.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 1.2.2 Grade 8

### 1.2.3 WHO'S WHO . . . IN THE ZOO?

#### 1.2.4 Module 2

### 1.2.5 ATTITUDE TO READING

#### 1.2.5.1 ACTIVITY 1:

#### 1.2.5.2 READING, DISCUSSING, SPEAKING IN GROUPS

#### 1.2.5.3 [LO 1.4.1]

### 1.2.6 Attitude to reading?

The aim of this activity is to encourage you to read and to enjoy what you read.

Fill in the following questionnaire. You may tick more than one item.

**How do you rate as a reader?**

|                          |                        |                            |                         |
|--------------------------|------------------------|----------------------------|-------------------------|
| <b>I like reading</b>    | fiction                | newspapers                 | non-fiction             |
| <b>I hate reading</b>    | fiction                | newspapers                 | non-fiction             |
| <b>Reading</b>           | English is difficult   | is a source of information | is a good pastime       |
| <b>I need to read...</b> | to do research         | to follow the daily news   | to relax and to enjoy   |
| <b>I read when ...</b>   | a project forces me to | a good book grips me       | my educator tells me to |

**Table 1.9**

#### Discussion time means SHARING (Group Work)

Share your *attitude to reading* with the other members of your group.

Make notes of the opinions expressed in your group. Make use of key words only.

Use the space below for your key words or your mind-map.

**TIP:** You will need these notes to write an essay later on, so be *thorough*.

Discuss the following FOUR issues and write down the group's comments

- The general attitude of the group towards reading
- The reasons for positive/negative attitudes towards reading
- Ways to encourage a positive attitude towards reading
- Ways to change a negative attitude

#### 1.2.6.1 ACTIVITY 2:

#### 1.2.6.2 [LO 4.6.2]

Now you are ready to write an essay:

Write about '*Reading as a hobby*' in about 150 – 200 words (about 20 – 23 lines).

You need to PLAN your essay using the ideas of your group.

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<sup>2</sup>This content is available online at <<http://cnx.org/content/m21846/1.1/>>.

- Possible opening paragraph?
- Topics for different paragraphs

1.

- 2.
- 3.
- 4.
- 5.
- 6.

- Possible closing paragraph?

1. Consider using SOME figures of speech (alliteration, assonance, simile or metaphor)
  2. Make sure your spelling and your punctuation is correct.
  3. Concentrate on writing as neatly as possible.
  4. Go over the rough work, edit, check, revise, change where necessary
- NOW you are ready to write the neat essay:  
Give your essay a short, crisp, relevant title.  
Leave a line open between paragraphs.

### 1.2.6.3 ACTIVITY 3:

#### 1.2.6.4 [LO 1.1.1, 2.4.4]

#### GROUP READING AND DISCUSSION

READING: Ask the best reader (or readers) in your group to read the following article aloud to the group. The rest of your group must listen carefully.

There are some questions to discuss after the passage has been read. After the discussion, complete the evaluation form to show you how well your group functioned.

#### **THEY CALL HIM “LUCKY”**

1. General Nhim Vanda is a powerful figure in the troubled South-East Asian nation of Cambodia. The general likes to collect rare animals, including endangered species, which he keeps at his two private zoos. While this is illegal, wildlife officials have not dared to stop the powerful military leader. When the wealthy general tried to add an endangered Asian elephant to his zoo, who could prevent it?

#### **A group of brave children!**

2. *Kaapia* is a group of 11 to 16 year-old learners in the city of Phnom Penh. *Kaapia* in their Cambodian language means “protect”. The children clean animal enclosures and raise money to improve Phnom Tamao Zoo, their country’s first wildlife sanctuary. Many animals in this zoo have been saved from private zoos or illegal hunters. This is where the children met Lucky, a baby elephant. He is one of only a few hundred Asian elephants left in Cambodia. The rest have been killed or lost their forest habitat.

3. Lucky arrived at the zoo after officials seized him from poachers who were going to sell him to the general. (The poachers were later charged with killing Lucky’s mom). The general demanded that he be given the baby elephant. But in December, *Kaapia* gave the Minister of Agriculture fifty handwritten letters asking him to keep Lucky at the public zoo. The minister was so impressed with the work of the children that he let the public zoo keep Lucky!

adapted from *TIME for Kids* April/May 2000

TIP: First write down some of your own thoughts about the following issues and then the thoughts of the group:

**In the group, see if you can reach agreement or disagree politely.**

Where is Cambodia?

See if you can find it on a world map. In your view, why is Cambodia described as “troubled”? Give a reason to support your answer.

- YOUR view
- Group's views

*What do Cambodian and South African children seem to have in common?*

- YOUR view
- Group's views

*Why are there so few Asian elephants left in Cambodia?*

- YOUR view
- Group's views

*Are wild animals better off in zoos than in the wild / veld?*

- YOUR view
- Group's views

*Are game reserves preferable to zoos?*

- YOUR view
- Group's views

*Is it cruel to make animals perform in a circus to entertain people?*

- YOUR view
- Group's views

*Do you think hunting should be forbidden by law?*

- YOUR view
- Group's views

*Is there any justification for the culling of seals / whales / dolphins / elephants?*

- YOUR view
- Group's views

*Is it wrong for medical scientists to test their products on animals?*

- YOUR view
- Group's views

*Do you think meat of giraffe, kangaroo, etc should be sold in restaurants?*

- YOUR view
- Group's views

*Is it moral for people to wear real fur coats?*

- YOUR view
- Group's views

*Is man the greatest enemy of wild animals?*

- YOUR view
- Group's views

How well did your group perform? Use the evaluation table below.

Please, LOOK AT each item before you start so that you KNOW what is expected of you!



|                                       | [U+F04A]                     | [U+F04B]                         | [U+F04C]                          | X                            |
|---------------------------------------|------------------------------|----------------------------------|-----------------------------------|------------------------------|
|                                       | Really well!                 | Quite well                       | So so ...                         | It was a battle!             |
| Discussion                            | Pleasant / lively            | Quite pleasant and fairly lively | Not very pleasant or lively       | Boring                       |
| Time was used effectively             | Time evenly spent            | Time quite well used             | Time unevenly distributed         | Time badly spent             |
| Group shared different points of view | Very good sharing            | Quite evenly shared              | Rather unevenly shared            | Poorly shared                |
| Each person felt free to talk         | Very free to speak           | Some felt free to speak          | Some did not feel free to speak   | Some felt inhibited          |
| Everyone had a chance to speak        | Everyone spoke a few times   | Some spoke more than others      | Some spoke very little            | Some did not speak at all    |
| Everyone's opinion was considered     | All opinions were considered | Some opinions were considered    | Some opinions were not considered | Opinions unevenly considered |
| Team work                             | Excellent                    | Very good                        | Fairly good                       | Poor                         |

Table 1.10

## READING

Some conclusions to reach:

We hope that you have grasped that group work is a forerunner to good conversational skills.

It teaches:

Tolerance of others' views,

patience with the expression of others,

unselfishness while you considers the views of others and stop concentrating on your own only.

## 1.2.7 Assessment

### LO 1

#### Listening

The learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations.

*We know this when the learner:*

1.1 understands and appreciates stories, including those told by other learners:

1.1.1 responds personally and critically, asks and answers questions;

1.3 listens for specific information:

1.3.2 uses information to complete a table or chart, or label a diagram;

1.4 listens actively in discussion:

1.4.1 shows openness to ideas and treats the views of others with respect;

1.4.2 invites contributions from others and responds to their views.

### LO 2

#### Speaking

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

*We know this when the learner:*

2.2 interacts in additional language:

2.2.2 takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police);

2.4 debates social and ethical issues:

2.4.4 expresses opinions and supports them with reasons (e.g. I'd just like to say that....because....).

LO 4

### Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

4.6 treats writing as a process:

4.6.1 drafts, reads and discusses own writing critically;

4.6.2 treats writing as a process: uses feedback to revise, edit and rewrite.

## 1.2.8 Memorandum

### ACTIVITY3

Ask the best **TWO** readers in **EACH** group to read the article about 'Lucky' aloud **TWICE**. The rest of the group **must listen carefully**. There are some questions to discuss after the passage has been read, which **you, the teacher will ask**. After the reading and discussion, there is an evaluation form to complete which will show how well each group functioned.

Now the questions must be answered by each group. Help them understand what is meant by "you must 'reach agreement' in your group". Go over the answers with them.

Discuss the use of a map; the Far East; the Middle East.

Draw a map of Africa on the floor and let them move, physically, from country to country.

What sorts of games are played by children around the world?

Do they have other stories to tell about other elephants?

Organise the groups for group discussion **BUT FIRST** give them good time to write down **THEIR** views. Let them know that you are interested in their views and that their input can make a difference to their environment.

How well did the groups perform? Go over the Evaluation Table with them.

Now discuss some conclusions with them:

Group work is a forerunner to good conversational skills. It teaches:

Tolerance of others' views; patience with the expression of others; unselfishness while you consider the views of others and stop concentrating on your own only.

## 1.3 Comprehension tests<sup>3</sup>

### 1.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 1.3.2 Grade 8

#### 1.3.3 WHO'S WHO . . . IN THE ZOO?

#### 1.3.4 Module 3

### 1.3.5 COMPREHENSION TESTS

#### 1.3.5.1 ACTIVITY 1:

#### 1.3.5.2 [LO 5.2.1]

#### COMPREHENSION TESTS

---

<sup>3</sup>This content is available online at <<http://cnx.org/content/m22070/1.1/>>.

Reading with understanding is something you must practise. You must try to understand the content of a passage, but you must also try *to understand the questions* and *how* to answer them.

Three of the most important hints are listed below. Study these **TIPS** before doing the answers.

When you have answered the questions, tick ([U+F0FC]) the CHECKLIST.

| TIPS  |  | CHECKLIST:                                    |          |
|---|--|---|----------|
| Questions starting with what/how/why must be answered in sentences.       |  | 1. Is my work neat?                           | [U+F035] |
| Do not repeat the question in your answer but be relevant to the question |  | 2. Have I left a line open between answers?   | [U+F035] |
| Use your OWN words!   |  | 3. Have I followed the specific instructions? | [U+F035] |
|   |  | 4. Have I used my OWN words?                  | [U+F035] |

**Table 1.11**

Write down the answers to the following questions (based on the reading passage in *THEY CALL HIM LUCKY!*)

What is General Nhim Vanda's hobby?

What is his profession?

Write down TWO reasons why there are so few Asian elephants left in Cambodia.

How do the children help the zoo? Name TWO ways.

Is the following statement **TRUE** or **FALSE**? Give a reason for your answer.

The children work at the zoo to earn pocket money.

Find a single word in **paragraph 1** which means:

- (a) strange or unusual
- (b) against the law
- (c) rich

Find a single word in **paragraph 2** which means "a place of safety":

What is a "poacher"? (**par. 3**)

### 1.3.5.3 ACTIVITY 2:

**PETS ARE A PLEASURE AND A RESPONSIBILITY:** Caring for them

Lucky, the baby elephant, was saved by the children of Cambodia. These children acted responsibly towards Lucky, as well as all the other animals in the zoo. They *fed* them and kept the animal enclosures *clean*. They raised funds to *improve conditions* for the animals. The Cambodian children *cared*!

How much do *you* care? Are you concerned about our wildlife as well as our domestic animals? In our society practically every household has a domestic animal. Do owners take proper care of their pets? Do they look after them in a responsible way?

Cleaning a goldfish bowl

- The following are step-by-step instructions on how to clean a goldfish bowl, but they are not in the right order. Re-arrange these instructions in the correct order.

Remove the fish with a net - gently.

This is the water you will be using to refill the bowl.

Rinse it thoroughly to remove all soapiness.

Clean your goldfish bowl at least once a fortnight.

Tip the water, containing the goldfish, into the clean bowl - gently.

Fill a plastic bag or container with fresh, clean water.

Rinse the pebbles, plants and other objects before replacing them.

Remove the pebbles, plants and other objects from the fish bowl.

Empty the dirty water out of the fish bowl.

Put the fish in the plastic container with the fresh clean water.

Wash the fish bowl thoroughly.

- Leave a line open between instructions – for clarity.
- Write NEATLY. Make NO spelling mistakes.

#### 1.3.5.4 ACTIVITY 3:

Does your dog have a good master?

Keeping a dog is wonderful, but are you doing it correctly?

Read the following list of what you need if you really want to care for your dog responsibly. Go through the list on your own.

Be neat and accurate! **NB** Express your opinion correctly.

Write your answers in the space provided below. Answer the questions which follow. Support your opinion with sound reasons.

A dog needs . . .

2 bowls (one for water/one for food);

a bed (a clean box will do);

a lead and collar (with its name/address on it);

brush and comb;

a fenced yard;

a toy (old ball, stick or bone will do).

How many of the items mentioned above does your dog have? List the items neatly.

Why are each of these items important? Give your reasons.

What else would you like to add to this list? Why?

#### 1.3.5.5 ACTIVITY 4:

#### 1.3.5.6 PERSONAL LETTER

It is time to write a personal letter expressing how you feel animals are treated!

Do a rough draft first and then write out the letter neatly – edited!

- Some planned ideas for the letter and some ideas for figurative language use:(Also consider what punctuation to use in the letter to make it interesting!)

#### ROUGH PLANNED DRAFT

- Your address and date
- Dear (Against the margin)
- LEAVE A LINE OPEN
- 1st paragraph
- LEAVE A LINE OPEN
- 2nd paragraph

- LEAVE A LINE OPEN
- 3rd paragraph
- LEAVE A LINE OPEN
- Closing paragraph
- LEAVE A LINE OPEN
- Ending and name

Yours sincerely Look at the assessment chart first *before you write the letter in neat*. You may pick up some valuable tips.

Please check your spelling (use a dictionary), punctuation and whether your sentences are complete.

Also have a good look at the *concord* (Singular subject take singular verbs; plural subjects take plural verbs).

| Letter Assessment   | [U+F02A] [U+F02A]                        | [U+F02A] [U+F02A]                            | [U+F02A] [U+F02A]                               | [U+F02A]                          |
|---------------------|--|--|---|-----------------------------------|
| Format              | Absolutely correct                       | Almost correct                               | Too many mistakes                               | Very poorly done                  |
| Message clarity     | Very clear and meaningful                | Quite clear; fairly meaningful               | Not really clear enough; meaningfulness blurred | Unclear and meaningless           |
| Punctuation         | Excellent. Contributes to message        | Quite good. Contributes a bit to the message | Punctuation erratic; interferes with message    | Very poor; obscures meaning       |
| Sentences           | All full and correct                     | Most are full and correct                    | Some not complete and incorrect                 | Mistakes interfere with enjoyment |
| Figurative language | Very imaginative. Contributes to message | Quite imaginative. Contributes slightly      | Too few. Links not clear.                       | Very unimaginative                |
| Spelling            | Excellent                                | Quite good                                   | Too many mistakes                               | Very careless                     |
| Neatness            | Excellent                                | Quite good                                   | Rather obscured                                 | Very untidy                       |

**Table 1.12**

### 1.3.6 Assessment

|   |
|---|
| LO 4  |
| WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes. |
| <i>continued on next page</i>   |

|   |
|---|
| We know this when the learner:  |
| 4.1 writes to communicate information: 4.1.3 uses information from a survey to write a report;  |
| 4.2 writes for social purposes:4.2.1 writes personal letters (e.g. politely refusing an invitation), showing awareness of the text type, of purpose, audience and context, and of register/style; |
| LO 5  |
| Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.   |
| We know this when the learner:  |
| 5.2 uses language for thinking: 5.2.1 asks and answers more complex questions (e.g. ‘When this is changed, then what else would change?’);  |
| 5.2.3 uses language for thinking: understands and uses evidence to support a theory or argument (e.g. a photograph, objects from the past, an interview with a witness);                          |
| 5.3 collects and records information in different ways:5.3.1 selects relevant material and takes notes (organises points under headings; abbreviates words).                                      |

Table 1.13

### 1.3.7 Memorandum

#### ACTIVITY 1:

Reading with understanding is something they must practise. They must try to grasp the content, but must also try *to understand the questions* and *how* to answer them. Go over the three listed most important hints, BEFORE doing the answers. When they have answered the questions, they must [U+F0FC] the CHECKLIST. Study the checklist with them.

Now they must write down the answers to the following questions based on *THEY CALL HIM LUCKY!*

What is General him Vanda’s hobby? *He collects rare and endangered animals.*

What is his profession? *He is a military leader.*

Write down TWO reasons why there are so few Asian elephants left in Cambodia. *They have been sent to private zoos all over the world or been illegally hunted.*

How do the children help the zoo? Name TWO ways. *They clean the animal enclosures and raise money to improve the facility.*

Is the following statement TRUE or FALSE? Give a reason for your answer

The children work at the zoo to earn pocket money. *False: The children work voluntarily.*

Find a single word in paragraph 1 which means:

- (a) strange or unusual *rare*
- (b) against the law *illegal*
- (c) rich *wealthy*

Find a single word in paragraph 2 which means “a place of safety”: ‘*sanctuary*’ (note inverted commas because they are quoting!)

What is a “poacher”? (par. 3): *A person who hunts illegally is a poacher.*

#### ACTIVITY 2:

*Read the full introduction to the class and have a brief discussion about its content.*

Go over ‘**Cleaning a goldfish bowl**’.

Examine the assessment with them to ensure they do the summary correctly.

**Does your dog have a good master?** Read the introduction to the class and go over the assessment BEFORE they do their answers.

#### ACTIVITY 3:

Explain about preparing the letter and the rough draft, the correct format, as given; the use of figurative language and interesting punctuation. Make sure the work is edited.

## 1.4 Telling stories<sup>4</sup>

### 1.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 1.4.2 Grade 9

#### 1.4.3 WHO'S WHO . . . IN THE ZOO?

#### 1.4.4 Module 4

### 1.4.5 TELLING STORIES

#### 1.4.5.1 ACTIVITY 1:

#### 1.4.5.2 TELLING STORIES

#### 1.4.5.3 [LO 2.4.4]

Names of THREE famous people who handled animals or famous animals and why they were famous

#### 1.4.5.4 ACTIVITY 2:

#### 1.4.5.5 When pets become “pests”

#### 1.4.5.6 [LO 4.1.3]

This is a **group activity**. Discuss the following issues in your groups. Jot down notes. Use these notes to compile a report.

*What animals do you have/ could you have in your neighbourhood?*

*What problems (if any) do/ could these animals cause in your neighbourhood?*

*Why do some animals become “problem” animals?*

*What organizations can you call on when you need to handle an animal-related problem? Draw up a list of names and telephone numbers.*

|   | What animals ... ? | What problems ... ? | What causes problems ...? |
|---|--------------------|---------------------|---------------------------|
| 1 |                    |                     |                           |
| 2 |                    |                     |                           |
| 3 |                    |                     |                           |
| 4 |                    |                     |                           |
| 5 |                    |                     |                           |
| 6 |                    |                     |                           |
| 7 |                    |                     |                           |

**Table 1.14**

---

<sup>4</sup>This content is available online at <<http://cnx.org/content/m22071/1.1/>>.

|   | Name of organization? | How can they help ... ? | Telephone no. |
|---|-----------------------|-------------------------|---------------|
| 1 |                       |                         |               |
| 2 |                       |                         |               |
| 3 |                       |                         |               |
| 4 |                       |                         |               |
| 5 |                       |                         |               |
| 6 |                       |                         |               |

Table 1.15

**1.4.5.7 ACTIVITY 3:****1.4.5.8 How to handle a problem successfully . . . and learn from it!****1.4.5.9 [LO 1.3.2]**

People who keep animals have a responsibility towards their communities.

It is their responsibility to see to it that their animals never cause harm, trouble or damage to anyone in the community.

When such problems occur, you need to know what to do about them!

This activity will show you ways to handle possible problems effectively.

Identify the problem.

Here is a list of problems. Mark those you have experienced yourself.

Dogs tear open your bags of garbage at night.

A neighbour's cat sneaks into your kitchen regularly and steals food.

Your neighbour's dog bites you and tears your new school uniform.

A stray goat has eaten the washing you put outside to dry.

You see a man abusing a horse (or any other animal).

You find a penguin covered in oil on the beach.

You find a huge bag someone has left on the bus: in it are five kittens!

**1.4.5.10 GROUP ACTIVITY with a difference: Finding solutions . . .****1.4.5.11 [LO 1.3.2, 4.1.3]**

Now you will be both learner AND teacher!

You will learn to be a responsible citizen and learn that co-operation leads to solutions.

Choose a group leader to read the rules of this activity aloud to the group and to make sure that everybody understands what must be done.

You will have **six minutes** to fill in the **REPORT FORM**. (Everybody must start at the same time).

**1.4.5.11.1 Listen to the rules as the leader reads them aloud to you.**

**RULES:**

- Everyone in your group must *choose A DIFFERENT problem* listed above.
- *Fill in the report form* below to show how you would solve the problem.
- Take only *six minutes to complete the rough draft report form* on this page.
- *Exchange* your “rough-draft” report form with a friend.
- You will now have someone else’s completed report form in front of you.
- Read it aloud to the group for comments on the problems and solutions.



**1.4.5.11.2 Fill in this REPORT FORM:**

|    | THINK ABOUT THIS  | WRITE YOUR ANSWERS HERE |
|----|---|-------------------------|
| 1. | Give the problem you chose.                                   |                         |
|    |   |                         |
| 2. | Can I sort it out on my own?                                  |                         |
|    |   |                         |
| 3. | What organization can I call for help?                        |                         |
|    |   |                         |
| 4. | What action should I take concerning the animal?              |                         |
|    |   |                         |
| 5. | What action should I take concerning the owner of the animal? |                         |
|    |   |                         |
| 6. | Group's recommendation  |                         |

Table 1.16

- Now, swap with a friend and read her / his comments to the group for discussion.
- We hope you notice that by sharing views, more solutions come to the fore and that co-operation works well, especially concerning the plight of another person or an animal.
- Now, write a *neat and complete* final report on your findings on your own sheet of paper and give recommendations concerning a problem involving an animal

#### 1.4.5.12 ACTIVITY 4:

#### 1.4.5.13 A LITTLE BIT OF LANGUAGE

#### 1.4.5.14 [LO 5.2.1, 6.8, 6.9]

Read this newspaper report TO YOURSELF. Then do the following language exercises:

Rat Lady distraught: pets to be exterminated

**CAPE TOWN** – A young woman who had an estimated 500 rats running loose around her house, was taken to a city hospital “because she is distraught”.

The rat owner was told that police and **health** officials had ordered that her pet rats be exterminated by a pest control firm today.

Police first **discovered** the rats at a house in Parow Valley at 3:30 on New Year’s Day when they assisted the two occupants to **enter** their house.

After leaving their home without their keys, the occupants contacted the Parow Police Station.

The superintendent who responded to the call said, “I’ve been an **officer** for 21 years, but I have never seen anything like this in my life! The other officers thought I was joking when I said the house was full of rats. I was really scared!”

“One of our officers opened the door and believe me - I was certainly not prepared for what I saw! There were holes in the floor and just rats everywhere. We thought there was a person under the duvet, but it turned out to be more rats. The rats were even gnawing at the bed!” she said. “It was gross.”

One of the neighbours said, “This new neighbour moved in six months ago. She was very **secretive** and eccentric. She told my son that she was from a research unit and was going to keep small animals. We thought they would be birds. Then we saw the rats on the curtains.”

Health authorities ruled that the rat-infested house contravened health regulations. Police have not released the name of the rat owner .

Make sure that you answer the following questions clearly, correctly and concisely:

1. Choose the correct word of the pair given in brackets:

The lady and her friend (was/were) both fond of animals.

The neighbours (was/were) inquisitive about the newcomer.

Rats, as well as mice,(is/are) considered vermin by health authorities.

The entire colony of rats (was/were) exterminated.

Neither the police nor the health officers (was/were) impressed.

1. Fill in verbs which are idiomatically correct in the following sentences:

e.g. When pests are destroyed, the correct word to use is “**exterminate**”.

The firefighters hoped the rain would help them to e\_\_\_\_\_ the veldfire.

If you want to grow better vegetables, you must e\_\_\_\_\_ the weeds.

1. Write down the correct form of the words in brackets in the sentences below. All the words appear in bold print in the newspaper report above.

Everybody would like to live a (health) life.

The (discover) of a house full of pet rats was an unpleasant surprise.

Police blocked the (enter) to the building to keep curious neighbours out.

The superintendent filed an (office) report on the case.

The lady said that she was doing research on a (secret) project.

1. Rewrite the sentence below filling in the necessary **capital letters, full-stops,commas**:

officials at melbourne zoo were not amused when rigo the lone gorilla there hurled a brick at a visitor knocking him unconscious

1. What do the following **abbreviations** stand for?

Vet; SPCA; AWS

Rewrite the following sentence in **INDIRECT SPEECH (REPORTED SPEECH)**:

“Rigo is a fourteen-year-old gorilla. He is a teenager and teenagers tend to do these silly things!” said zoo director, Mark Granger.

### 1.4.6 Assessment

|                               |
|-------------------------------|
| LO 1                          |
| <i>continued on next page</i> |

|   |
|---|
| ListeningThe learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations.  |
| We know this when the learner:  |
| 1.1 understands and appreciates stories, including those told by other learners:1.1.1 responds personally and critically, asks and answers questions;                     |
| 1.3 listens for specific information:1.3.2 uses information to complete a table or chart, or label a diagram;   |
| LO 2  |
| SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.   |
| We know this when the learner:  |
| 2.2 interacts in additional language:2.2.2 takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police); |
| 2.4 debates social and ethical issues:2.4.4 expresses opinions and supports them with reasons (e.g. I'd just like to say that...because....).                             |
| LO 4  |
| WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.   |
| We know this when the learner:  |
| 4.1 writes to communicate information: 4.1.3 uses information from a survey to write a report;  |
| LO 5  |
| Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.                       |
| We know this when the learner:  |
| 5.2 uses language for thinking: 5.2.1 asks and answers more complex questions (e.g. 'When this is changed, then what else would change?');                                |
| LO 6  |
| Language Structure and useThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.                           |
| We know this when the learner:  |
| 6.3 uses the past perfect (e.g. for reported speech);   |
| 6.8 uses some language to talk about language (meta-language - terms such as pronunciation);  |
| <i>continued on next page</i>   |

6.9 expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).

**Table 1.17**

### 1.4.7 Memorandum

#### ACTIVITY 1

Let the learners enjoy this – there are some wonderful stories to tell – perhaps bring some good animal novels to class – they might be tempted to read!

**ACTIVITY2: WHEN PETS BECOME “PESTS”.**

This is a group **ACTIVITY**. Let them discuss the issues in their groups and jot down notes in the space provided. Then, use these notes to compile a report.

Check the written work and control the oral.

**ACTIVITY 3: HOW TO HANDLE A PROBLEM SUCCESSFULLY AND LEARN FROM IT!**

**READ THE ASSIGNMENT TO THE CLASS:**

Identify the problem.

They must read through the list of problems. Then they must mark the situations that they have experienced.

Let them add a few extra items before you start?

**GROUP ACTIVITY:** Purpose: Co-operation leads to solutions.

Each group must choose a group leader to read the rules of this **ACTIVITY** to the group - to make sure that everybody understands what must be done.

Then they will have **6 minutes** to fill in the **REPORT FORM**.

Make sure that the learners realize that co-operation has been valuable. It is important that learners understand that in terms of problems:

There is always someone / some animal worse off than you

That in the scheme of things, some problems are not as huge as seen at first.

That many problems are shared by hundreds and are actually common.

That all problems have solutions.

Go over the Written report Assessment Chart with them.

**ACTIVITY 4: A LITTLE BIT OF LANGUAGE**

The learners must read the newspaper report to themselves and then do the language exercises which follow:

1. Choose the correct word of the pair given in brackets: Revise **CONCORD**.

The lady and her friend (was/**were**) both fond of animals.

The neighbours (was/**were**) inquisitive about the newcomer.

Rats, as well as mice, (is/**are**) considered vermin by health authorities.

The entire colony of rats (**was**/were) exterminated.

Neither the policeman nor the health officers (was/**were**) prepared for what they found there.

1. When pests are destroyed, the correct word to use is “**exterminate**”.

Fill in verbs which are idiomatically correct in the following sentences:

The firefighters hoped the rain would help them to e\_\_\_\_\_ the veldfire. *extinguish*

If you want to grow better vegetables, you must e\_\_\_\_\_ the weeds. *eradicate*

1. Write down the correct form of the words in brackets in the sentences below. All the words appear in bold print in the newspaper report above.

Everybody would like to live a (health) life. *healthy*

The (discover) of a house full of pet rats was an unpleasant surprise. *discovery*

Police blocked the (enter) to the building to keep inquisitive neighbours out. *entrance*

The superintendent filed an (officer) report on the case. *official*

The lady said that she was doing research on a (secret) project. *secretive*

1. Rewrite the sentence below, filling in the necessary capital letters, full stops and commas:

officials at Melbourne zoo were not amused when rigo the lone gorilla there hurled a brick at  
a visitor knocking him unconscious

Officials at Melbourne Zoo were not amused when Rigo, the lone gorilla there, hurled a brick at a visitor,  
knocking him unconscious.

1. What do the following abbreviations stand for?

vet *veterinarian*

AWS *Animal Welfare Society*

SPCA *Society for the Prevention of Cruelty to Animals*

## 1.5 Designing a poster<sup>5</sup>

### 1.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 1.5.2 Grade 8

#### 1.5.3 WHO'S WHO . . .IN THE ZOO?

#### 1.5.4 Module 5

### 1.5.5 DESIGNING A POSTER

#### 1.5.5.1 ACTIVITY 1:

#### 1.5.5.2 CREATIVE ASSIGNMENT: DESIGN A POSTER!

#### 1.5.5.3 [LO 4.5.1]

Imagine you are a voluntary worker at the SPCA during weekends.

You have been asked to make a poster appealing to people to consider household pets during the festive seasons.

You are asked to focus on:

The effect of fireworks on domestic pets

OR

The plight of animals that are abandoned by irresponsible owners.

When your educator has evaluated your posters, the class will choose some of the best ones and take them to your local SPCA branch. Ask the SPCA to put them on public display.

Use the **CHECKLIST** below to make sure you have designed a really good poster.

The **POSTER** will be evaluated according to the grid below:

---

<sup>5</sup>This content is available online at <<http://cnx.org/content/m22076/1.1/>>.

| CHECKLIST |                                 |  | ASSESSMENT |      |          |      |
|-----------|---------------------------------|--|------------|------|----------|------|
|           |                                 |  | Striking   | Good | Ordinary | Dull |
| 1         | Is the print easy to read?      |  | 4          | 3    | 2        | 1    |
| 2         | Is the poster eye-catching?     |  | 4          | 3    | 2        | 1    |
| 3         | Is the message clear?           |  | 4          | 3    | 2        | 1    |
| 4         | Are the illustrations relevant? |  | 4          | 3    | 2        | 1    |
| 5         | Is the layout effective?        |  | 4          | 3    | 2        | 1    |

Table 1.18

Do some **planning** on the space provided on the next page, **using the checklist** as a guide:

#### 1.5.5.4 ACTIVITY 2:

#### 1.5.5.5 COMPREHENSION TEST: reading and understanding

Reading is a learning experience.

The more we read, the more we know! The more we know, the more we grow!

The next passage tells the true story of an elephant that did not forget.

Read it carefully on your own.

#### THE MYSTERY OF THE RUDE ELEPHANT

1. Jack, the elephant keeper at Flamingo Park Zoo in Yorkshire, England, was concerned about Ellie. She was his favourite Indian elephant, well-mannered and lovable. Yet lately, whenever he turned his back on her, she would blare rudely through her trunk behind him. It was quite unlike Ellie to behave so badly. Jack decided it was time to call the zoo vet.

2. The zoo elephants had always been among Dr Taylor's favourite patients. But Ellie in particular, had always been something special. On the first day they met, she rooted around his pockets with her trunk tip until she found a strip of chewing gum. She ate it with the paper on, purring like a giant cat.

3. On hearing about her strange behaviour, Dr Taylor immediately went to examine Ellie. She looked at him with moist, grey eyes and flapped her ears.

4. "Praaa," went her trunk. "Praaa, praaa, praaa!" The loud noise blared every time she exhaled.

5. "I wonder whether some food or a coin is stuck up her nose?" he suggested to Jack. "I've never had a case, but I suppose it could happen."

6. Dr Taylor decided to wait a few days to see how things went. The very next day, however, Jack arrived at the surgery. He was most upset.

7. "Ellie's nose is bleeding - the blood is trickling down the left side of her trunk!" he reported.

8. The vet rushed to the elephant house. Drops of blood were falling from Ellie's trunk tip. Could it be an ulcer? Or a tumour? Something would have to be done.

9. "Don't give her any food today," he told Jack. "She can drink water until early evening, but no water after that." Then he phoned a surgical-instrument manufacturer and asked to borrow a flexible endoscope. This instrument is often used for looking into human colons to detect cancers. It has its own light source and would be ideal for peering up inside Ellie's one-and-a half metre trunk.

10. The next morning Ellie was injected with anaesthetic. Five minutes later she sank to her knees, unconscious, her trunk still blaring when she exhaled.

11. Dr Taylor lubricated the endoscope with anaesthetic gel and pushed it gently into Ellie's left nostril. He looked into the eyepiece at the end of the scope as the tube moved gently forward. Suddenly the way was blocked by a huge pink mass. Ellie had a polyp, a benign tumour.

12. The tumour was forty-five centimetres from the tip of her trunk. How on earth was he going to remove it? He could barely reach it with his outstretched arm. The only possibility seemed to cut open the trunk above the growth.

13. The trunk of an elephant is a remarkable structure, containing 40 000 muscles and a complex network of blood vessels and nerves. What if his incision damaged Ellie's nerves? An elephant whose trunk is paralysed can no longer deliver food or water to its mouth.

14. Three days later Dr Taylor performed the operation. He calculated the position of the polyp by measuring 45 centimetres from the tip of Ellie's trunk. He anaesthetized her and lifted his scalpel. All the strokes of the scalpel across the trunk would be lengthwise, to minimize the risk of severing any nerves.

15. A single slice of the scalpel made a ten-centimetre incision. Working with utmost caution, the doctor felt around and found the polyp. It was as fat as a small plum. Knotting a length of catgut round the neck of the tumour, he snipped it off. Dr Taylor closed the wound and stitched it up with steel wire. Then he gave the patient an antidote to the anaesthetic. Slowly Ellie's trunk began to twitch. Then she flicked an ear, and with one mighty heave, got sleepily to her feet.

16. The next day Ellie visited the doctor's surgery on her own. She had plodded 400 metres from the elephant house to find him and stood purring at the window. Several times in the past, Jack had walked Ellie past his surgery, and Dr Taylor had fed her biscuits on those walks. Ellie remembered the way to his surgery! What was she trying to say?

17. Ellie visited Dr Taylor every day on her own for ten days. On the morning of the tenth day, he removed the steel stitches. The wound had healed and Ellie was fine. Ellie must have known this for she did not come the next day, nor ever again.

19. A few days later Dr Taylor bought a bottle of champagne to celebrate with Ellie's keeper. The patient did not go unrewarded. She got a large iced currant bun.

Adapted from *The Reader Digest*, April 1996

*The following questions are based on the passage The Mystery Of The Rude Elephant .*

Answer the questions carefully and be sure to carry out specific instructions.

1. In your own words, explain why Jack called the zoo vet (par. 1) (2)
2. What does a vet do for a living? (2)
3. How are Ellie and a giant cat similar? (Par.2) (2)
4. Ellie was fond of snacks. Write down THREE snacks which the vet gave her. (3)
5. What is the essential function of an elephant's trunk? (1)
6. Why was the vet worried about cutting into Ellie's trunk? (2)
7. Choose the correct definition for each of the words below. Write down the number, the word and the answer you have chosen.

**exhaled:** (breathed in / breathed out / tried to eat) (1) **flexible:** (long and thin / able to bend / modern) (1) **scalpel:** (small sharp surgeon's knife / syringe / surgical scissors) (1) **caution:** (carefulness / accuracy / speed) (1)

1. **Quote** a synonym from the passage for each of the words in bold print in the sentences below. (The paragraph in which the answer can be found is given in brackets.)

The vet thought there might be a **boil** in Ellie's trunk. (Par. 8) (1)

Dr Taylor wondered if Ellie had a **cancer** which was causing the blood to drip from her trunk. (Par. 8) (1)

The **cut** he made would have to be done carefully. (Par. 13) (1)

9. What does 'vet' stand for? (1)



### 1.5.5.6 ACTIVITY 3:

### 1.5.5.7 CREATIVE ORAL PROJECT

#### 1.5.5.8 [LO 5.3.1]

This team presentation is built around the individual talks by the members of your group.

It will be assessed by your classmates.

Each group in your class must prepare an oral project on ONE centre of interest: **Animals**.

#### 1.5.5.8.1 The topic is: ALL CREATURES GREAT AND SMALL

Appoint “office holders” who will be responsible for certain duties.

These appointments will rotate for different group projects.

#### 1.5.5.8.2 THE LEADER is responsible for. . .

- maintaining discipline in the group.
- ensuring that everyone takes part in the discussions.
- making sure that only English is spoken during the discussion.

#### 1.5.5.8.3 THE SCRIBE is responsible for . . .

- taking notes to record what has been said by whom.

#### 1.5.5.8.4 THE ADMINISTRATOR is responsible for . . .

- listing the members of the group.
- writing the main topic down neatly.
- writing each individual topic next to members’ names.
- delivering this information to the educator who will file and use it for assessment.

#### 1.5.5.8.5 THE SPOKESPERSON must . . .

- present the group and announce the topic.
- introduce each member in turn.
- act as host / master of ceremonies / chairperson.

#### 1.5.5.8.6 How does a class theme work?

- Each group of **five** members chooses an animal topic.
- Divide the topic into sections or facets of the same topic.
- Each member now prepares one section or facet.
- The prepared speeches must be presented as a team effort.
- Consider the time limit you have been given.

**1.5.5.8.7 Choose and organize a topic:**

Here are a few “animal” ideas which might inspire you.

Use them as they are or apply the pattern to an idea of your own.

| Animals that work for man    | Creatures that live in the ocean |
|------------------------------|----------------------------------|
| 1. Police dogs               | 1. Dolphin                       |
| 2. Guide dogs                | 2. Octopus                       |
| 3. Horses                    | 3. Sea Horse                     |
| 4. Farm animals              | 4. Sharks                        |
| 5. Camels                    | 5. Whales                        |
| Strange animals of Australia | Miraculous creatures             |
| 1. Kangaroo                  | 1. Ants                          |
| 2. Koala bear                | 2. Bees                          |
| 3. Platypus                  | 3. Bats                          |
| 4. Tasmanian Devil           | 4. Spiders                       |
| 5. Wombat                    | 5. Butterflies                   |

**Table 1.19**

**1.5.5.8.8 Some more ideas:**

**Big birds:** ostrich / eagle / dodo / flamingo / penguin / owls

**Reptiles:** crocodile / lizard / turtle / tortoise / chameleon / snakes

**Snakes:** anaconda / rattlesnake / puff adder / mamba / cobra / sea snakes

**Pets:** hamsters / goldfish / exotic birds / cats / dogs / monkeys / spiders

**“Animal” careers:** veterinarian / game ranger / jockey / trainer / breeder /

**On Safari – Stories:** big game hunter / tall stories / squeamish lady /

**Animal movies:** The Lion King / The Jungle Book / Tarzan of the Apes / Gorillas in the Mist / Big Red / Jock of the Bushveld / Jaws /

**Animal Books:** Old Yeller / The Red Pony / The Incredible Journey / Ring of Bright Water / Black Beauty / Moby Dick

**Animals’ Genius:** camouflage / migration / habitats / survival games / mimicry

**Animals’ characters:** Winnie-the-Pooh / “big bad wolf” in fairy tales /

**1.5.5.8.9 17.1 Finding information: Visit the library!**

Ask the librarian to teach you how to use the **catalogue**.

**A catalogue:** It is an alphabetical list which helps you find your information easily. Catalogues are arranged according to **subjects**, **authors** or **titles of books**.

**An index:** It is a list which appears at the beginning or end of a book. It gives specific details of the content of the book. Look up the subject (topic) in the **index**. The **index** gives the number of the page (or pages) where the information is printed.

### 1.5.5.8.10 17.2 Writing your 3-minute talk:

The keywords to success as a speaker are “*prepare*” and “*practise*”!

Plan your presentation. Write your speech on small cards.

Write a striking introduction to attract the attention of the audience.

Arrange facts logically. Be sure to link ideas smoothly. Show the rough work.

Conclude strongly. Summarize the heart of your topic in a single statement, quotation, question or appeal.

### 1.5.5.8.11 17.3 How to present a group oral project: this can be done in many exciting ways:

- a 50/50 panel on TV
- a court case of animals vs man
- a formal set of lecturettes
- a team of scientists
- a meeting of animals in the jungle
- a literary group making use of poems, music and picture

## 1.5.6 Assessment

|   |
|---|
| LO 2  |
| SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.   |
| We know this when the learner:  |
| 2.2 interacts in additional language:2.2.2 takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police); |
| 2.4 debates social and ethical issues:2.4.4 expresses opinions and supports them with reasons (e.g. I'd just like to say that....because....).                            |
| LO 4  |
| WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.   |
| We know this when the learner:  |
| 4.5 designs media texts: 4.5.1 designs a simple advertisement or pamphlet;  |
| LO 5  |
| Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.                       |
| <i>continued on next page</i>   |

|  |
|--|
| We know this when the learner:   |
| 5.2 uses language for thinking: 5.2.1 asks and answers more complex questions (e.g. ‘When this is changed, then what else would change?’);                               |
| 5.2.3 uses language for thinking: understands and uses evidence to support a theory or argument (e.g. a photograph, objects from the past, an interview with a witness); |
| 5.3 collects and records information in different ways: 5.3.1 selects relevant material and takes notes (organises points under headings; abbreviates words).            |

Table 1.20

### 1.5.7 Memorandum

#### ACTIVITY 1: CREATIVE ASSIGNMENT *DESIGN A POSTER!*

The learners must imagine they are a voluntary worker at the SPCA during week-ends. They have been asked to make a poster appealing to people to consider household pets during the festive seasons. They are asked to focus on:

- the effect of fireworks on domestic pets OR
- the plight of animals that are abandoned by irresponsible owners.

When you have evaluated the posters, the class will choose some of the best and take them to the local SPCA / AWS branch. Ask them to put them on public display.

Go over the CHECKLIST to evaluate the poster . . . **MAKE SURE THEY PLAN!**

#### ACTIVITY 2: COMPREHENSION TEST: READING AND UNDERSTANDING

Read the introduction to the class: Then they read silently to themselves.

Make sure they answer the questions carefully and that they carry out the specific instructions. The answers are provided for you.

1. In your own words, explain why Jack called the zoo vet? *Must use their own words and a full sentence.*
2. What does a vet do for a living? (2) *He cares for and operates on animals.*
3. How are Ellie and a giant cat similar? (Par. 2) *When she was pleased, she purred.*
4. Ellie was fond of snacks. Write down **THREE** snacks which the vet gave her. (3) *Biscuits, chewing gum; iced, currant bun.*
5. What is the essential function of an elephant’s trunk? (2) *The trunk takes food and water to the elephant’s mouth*
6. Why was the vet worried about cutting into Ellie’s trunk? *He could damage her nerves.*
7. Choose the correct definition for each of the words below. Write down the number, the word and the answer you have chosen.

**exhaled:** (breathed in / **breathed out** / tried to eat) (1)

**flexible:** (long and thin / **able to bend** / modern) (1)

**scalpel:** (**small sharp surgeon’s knife** / syringe / surgical scissors) (1)

**caution:** (**carefulness** / accuracy / speed) (1)

8. Quote a synonym from the passage for each of the words in bold print in the sentences below. (The paragraph in which the answer can be found is given in brackets.)

The vet thought there might be a boil (*polyp*) in Ellie’s trunk. (Par. 8) (1)

Dr Taylor wondered if Ellie had cancer (*tumour*) causing the blood to drip from her trunk (Par. 8) (1)

The cut (*incision*) he made would have to be done carefully. (Par. 13) (1)

9. What does ‘vet’ stand for: *Veterinarian*(1) **[15]**

They must remember to leave a line open between answers! The marks in brackets indicate how many facts they should write down to get full marks. You can mark this ACTIVITY and it can be recorded as an evaluation.

Make sure that they **WRITE DOWN** the answers **NEATLY**, using the correct spacing!

#### ACTIVITY 3: CREATIVE ORAL PROJECT

Read the assignment to the class: This assignment is a team presentation built around the individual talks by the members of your group. The group presentation will be assessed by your classmates.

Revise the Assessment Chart with them.

They might like to draw a picture of an animal that they like? There is space for this.

Now, explain HOW TO star-rate the ASSESSMENT CHART again – to monitor their progress.

Use the MARK SHEET on the next page all your marks / codes



# Chapter 2

## Term 2

### 2.1 Write a report<sup>1</sup>

#### 2.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 2.1.2 Grade 8

#### 2.1.3 ENTREPRENEURSHIP: WHEELS CAN GIVE YOU WINGS!

#### 2.1.4 Module 6

#### 2.1.5 WRITE A REPORT

##### 2.1.5.1 Activity 1:

##### 2.1.5.2 GEAR UP FOR ACTION - A personal opinion

##### 2.1.5.3 [LO 4.4, 5.2.3]

Think carefully about the “wheels” that we use as a mode of transport, and then complete the following survey on your own. Write your answers to the questions in the given spaces. You will need these notes for the discussion and survey (Activity 2) and when you write your report (Activity3).

1. Which “wheels” are the most expensive to (a) buy? (b) maintain?

(a) \_\_\_\_\_ Price: \_\_\_\_\_

- (b) Why are these “wheels” expensive to maintain?

2. Name the “wheels” which you believe are the most dangerous to handle.

Explain why you think this is true:

3. Which “wheels” are the most difficult to master?

Explain why this is the case.

4. Which “wheels” are actually useful to own? Write down the names and jot down key words to explain how they can be useful.

##### 2.1.5.4 Activity2:

##### 2.1.5.5 [LO 4.4.1]

*Discuss* your opinions on each of the issues in Activity 1. Write down your choice and total the votes in your group. You will need this information for the report you will be writing in the next activity.

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m22039/1.1/>>.

|                            |
|----------------------------|
| Most expensive to buy      |
| Most expensive to maintain |
| Most dangerous             |
| Most difficult to handle   |
| Most useful                |

Table 2.1

**2.1.5.6 Activity 3:****2.1.5.7 WRITE A REPORT**

Choose a partner from your group.

Each pair must prepare a written report on one of the topics above.

Use the **GUIDELINES** below to make sure that you have written an effective report:

|                               | Feedback on<br>Wheels  | Self | Peer | Educator |
|-------------------------------|--|------|------|----------|
| 1.                            | The report has a clear <b>title</b> .  |      |      |          |
| 2.                            | The <b>introduction</b> states the group's opinion.  |      |      |          |
| 3.                            | The report indicates the <b>number of votes</b> in favour of the opinion.                            |      |      |          |
| 4.                            | The <b>body</b> of the report explains how the research was done and how the findings were obtained. |      |      |          |
| <i>continued on next page</i> |  |      |      |          |



|    |  |  |  |  |
|----|--|--|--|--|
| 5. | The <b>conclusion</b> is in the form of an appeal/good advice. |  |  |  |
| 6. | The writing/typing is <b>neat</b> .                            |  |  |  |
| 7. | The <b>paragraphs</b> are numbered.                            |  |  |  |
| 8. | <b>Spelling</b> has been checked.                              |  |  |  |

Table 2.2

|    |  |  |  |  |
|----|--|--|--|--|
| 9. | The co-writers of this report are:1<br>.....2<br>.....Date:<br>..... |  |  |  |
|----|--|--|--|--|

Table 2.3

**2.1.5.8 Activity 4:****2.1.5.9 UP-DATE A “GOLDEN OLDIE”****2.1.5.10 [LO 2.2.1, 2.2.2]**

Here are the words of a song that was very popular many years ago.

**tandem** *n. & adv.* –*n* **1** a bicycle with two or more seats one behind another

Daisy Daisy

Daisy, Daisy - give me your answer do I'm half crazy all for the love of you! It won't be a stylish marriage for I can't afford a carriage but you'll look sweet upon the seat of a bicycle-made-for-two.

Michael, Michael – here is my answer, dear! I can't cycle; it makes me feel so queer! If you can't afford a carriage just forget about the marriage. You can throw a fit but I won't sit on a bicycle-made-for-two!

As a group you must **rap** this song for the rest of the class. This means you will have to add words and comments and action at suitable places to achieve the right rhythm and **rap** style.

**2.1.5.11 Activity 5:**

The following LANGUAGE TEST is based on the *Daisy Daisy* song in Activity 4. This TEST will be assessed by your educator.

Language Test

|   | MARKS |
|---|-------|
| <b>PUNCTUATION</b>  |       |
| Circle the correct answer: The comma in line one . . .<br>.A separates similar words. B marks off a word to emphasise it. (1)   |       |
| Circle the correct answer: The exclamation mark at the end of the second line is used to . . .<br>.A catch the reader's attention B emphasise a strong emotion. (1)   |       |
| The apostrophe in I'm / won't / can't shows . . .<br>1. possession. 2. that a letter (or letters) has/have been left out. 3. that words have been contracted.<br>Circle the correct answer: (A) 1 (B) 2 (C) 2 and 3 (D) 1 and 3 (1)   |       |
| [3]   |       |
| <b>WORD-CLASSES</b>   |       |
| Write down ONE example of each of the following ...<br>an abstract noun: ..... (1)<br>a proper noun: ..... (1)<br>a pronoun: ..... (1)<br>a compound noun: .....<br>(1) an adjective: .....<br>(1) a verb: .....<br>(1) write down ONE abstract noun: .....<br>(1) write down TWO common nouns: ..... (2) |       |
| <i>continued on next page</i>   |       |

|  |  |
|--|--|
| [9]  |  |
| DICTIONARY WORK  |  |
| Study the dictionary definition of tandem. Fill in the words which are missing in the following statements. The abbreviation adv. stands for ...<br>(1) The abbreviation n. stands for ..... (1) |  |
| [2]  |  |
| WORD-BUILDING  |  |
| Underline the prefix in ... bicycle Fill in the missing word: The underlined prefix means ... [1]  |  |

Table 2.4

Make a list of other abbreviations found in the dictionary, with an example of each.

#### 2.1.5.12 Activity 7:

#### 2.1.5.13 [LO 2.2.1, 2.4]

Why might you want a bike? Mind-map your ideas on a sheet of paper.

1. How could you use it to have fun?
2. How could you use it to earn money?

Choose a partner and explain to your friend why you want a bicycle and what you are going to do with it.

#### 2.1.5.14 ACTIVITY 8:

#### 2.1.5.15 READING SKILLS

#### 2.1.5.16 [LO 3.4.1, 3.6]

Reading is a route to knowledge and knowledge is a route to empowerment. When you have mastered the basic skill of reading, you can work at refining this skill so that you read effectively.

To grasp the gist of a passage, you can *skim* it. This means your eyes flit across the words, focusing on *key words* and *the main idea*.

To understand the content fully, you must read *with concentration* with an eye to *facts and detail*.

To find certain information quickly, you can *scan* the passage. This means your eyes slide across the passage, looking for *specific information*. *Usually these facts will be numbers, names, dates*.

Reading exercise

Read the following newspaper report on the THE AFRIBIKE SHOP, an exciting new venture, which is aimed at empowering "a million people". AFRIBIKE is the brainchild of two enterprising entrepreneurs, Gustav Erlank and Paul White. Read the passage with concentration, so that you can fully understand and appreciate their brilliant idea.

#### PUTTING A MILLION PEOPLE ON WHEELS

1. Afribike is a non-profit-making company that, with the backing of the Department of Transport, hopes to put nearly a million poor South Africans on bicycles in the next five years.

2. Firstly, the firm intends to sell imported second-hand bicycles cheaply to people who do not have transport. The first 10 000 used bicycles imported by Afribike were donated by the British Post Office through a British organization, Recycle. Up to 100 000 used bicycles could be imported every year from suppliers in Denmark, the Netherlands, Switzerland and the United States.

3. Secondly, Afribike is also working with local industry to develop a basic, sturdy utility bicycle. They aim to produce a comfortable bicycle with balloon tyres, specially designed for African conditions. This machine will also be sold at an affordable price.

4. A refurbished bicycle would cost up to R150. There is also a scheme in which somebody could buy a bicycle for as little as R40 plus 10 hours of 'sweat-equity' - during which the buyer learns all about repairing a bicycle.

5. A survey by Saturday Argus has found that there is a definite need for cheap bicycles. Almost all the 300 000 new bicycles sold in South Africa annually are imported, mostly from China, Taiwan and Vietnam. The cheapest new bicycle costs about R500. Bicycles are bought mostly for recreational activities and for school children.

6. The decision to back a bicycle-for-all scheme arose out of a study made in rural areas by the Department of Transport. It was found that many remote areas lacked any form of transport, and some children have to walk 40 minutes each way to and from school.

7. The bicycle is ideal transport for a developing country. It is safe, it is environmentally sound and relatively cheap. After World War II, Germany and Japan pedalled out of poverty on bicycles. The economy of the Far East flourished because its people found cheap and efficient transport on bicycles instead of spending their incomes on cars.

8. "Bicycles are ridden by less than 0,25% of the South African population. We want to increase that to 2,5% - close on a million people - in the next five years," said Mr Justas Élan, Afribike's chief executive. The Afribike scheme is already under way. Franchises are operating in Kabuli Natal and Midland; one will be opening in Jugulate in February 2001.

For more information, access: [w.w.w.afribike.org](http://w.w.w.afribike.org)

Now do the following scanning exercise

To do this QUICK QUIZ you need to scan the passage to see how quickly you can find the information to complete the following sentences. Jot the answers down in the spaces. Time yourself.

1. How many South Africans would Afribike like to put on bicycles in the next five years?
2. How many bicycles did Recycle donate to South Africa?
3. How many bicycles could be imported from suppliers in Denmark, Netherlands, Switzerland and America every year?
4. How much would a refurbished bicycle cost?
5. If you paid R40 for a bicycle, how many hours of training in the sweatshop would you be required to do?
6. How many bicycles are sold in South Africa every year?
7. What does the cheapest imported bicycle cost?
8. How many South Africans (currently) use a bicycle as their main means of transport?
9. When will Afribike be opening a shop in Guguletu?
10. How many years will it take to increase the percentage of South Africans riding bicycles to 2,5%?

### 2.1.6 Assessment

|   |
|---|
| LO 2  |
| SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations. |
| <i>continued on next page</i>   |

|  |
|--|
| We know this when the learner:   |
| 2.2 interacts in additional language:2.2.2 takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police);    |
| 2.4 debates social and ethical issues:2.4.4 expresses opinions and supports them with reasons (e.g. I'd just like to say that...because....).                                |
| LO 3   |
| Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts. |
| We know this when the learner:   |
| 3.1 reads a text (fiction or non-fiction):3.1.1 identifies purpose, audience and context;  |
| 3.1.2 infers meaning.  |
| LO 4   |
| WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.  |
| 4.4 writes creatively:4.4.1 shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);                                   |
| LO 5   |
| Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.                          |
| 5.2 uses language for thinking: 5.2.1 asks and answers more complex questions (e.g. 'When this is changed, then what else would change?');                                   |
| 5.2.3 uses language for thinking: understands and uses evidence to support a theory or argument (e.g. a photograph, objects from the past, an interview with a witness);     |

Table 2.5

## 2.1.7 Memorandum

### ACTIVITY 1:

Explain the value of a survey – how it makes it easier to plan a project if one knows the parameters and frames of reference e.g. if there is an earthquake, the doctors etc do not immediately start working on patients – they first assess the damage (do a survey), the water and sewerage conditions etc and then they can plan more effectively. Allow each group the correct amount of time but monitor their progress. Tell them that you will be giving each group a “team-work assessment mark”. This should get them going.

There is so much that one can say about the dangers. Bring in road safety here; talk about the cost of racing bikes; about maintenance of ‘wheels’ (perhaps demonstrate how to fix a puncture?) and how, in a country where transport is difficult and distances are far, that a bicycle can often be the solution.

### ACTIVITY 2:

This discussion can be valuable but it is in expressing themselves that the value lies.

### ACTIVITY 3:

This report can explain quite clearly the value of headings, clarity, accuracy and simplicity. Go over the checklist with them and how it needs to be filled in. Make sure they fill in everything – also teaches them how to fill in a form!

### ACTIVITY 4:

You could, of course, sing them this ditty, as the chances are they might not know it! You might like to tell them about the penny-farthing too and show them a picture! Explain about rhythm for rapping and

the different beats. Use their surnames for finding the different beats and group them accordingly. This is always fun!

#### ACTIVITY 6

There is so much work you can do here on punctuation and word classes by giving them more examples and letting them work out questions for the others in the group. Let them work individually for this. You might like to extend the test.

#### ACTIVITY 7

This is a valuable ACTIVITY as it can extend into their other subjects and help them to be dictionary-literate! It would help if you brought numerous different kinds of dictionaries to the classroom and explained the value of each.

#### ACTIVITY 8

Let them work individually on this ACTIVITY before they work with a partner. Explain that the work must be THOROUGH and CLEAR.

#### ACTIVITY 9 READING EXERCISE:

Explain about pace and controlling the reading; about stress and tone variation and about holding the reading material correctly with thumb and forefinger at the ready so that it leaves them free to look up now and again. This is an interesting true article so they can really learn from it and perhaps get some ideas of their own?

**QUICK QUIZ:** Explain about skim-reading: How to look for operative words – do this for them in the first few sentences and then go around the class to make sure they understand what an operative word is. Explain about reading only the first sentence of every paragraph to get some idea of the general themes.

## 2.2 Starting your business<sup>2</sup>

### 2.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 2.2.2 Grade 8

### 2.2.3 ENTREPRENEURSHIP: WHEELS CAN GIVE YOU WINGS!

#### 2.2.4 Module 7

### 2.2.5 STARTING YOUR BUSINESS

#### 2.2.5.1 Activity 1:

#### 2.2.5.2 GOING INTO BUSINESS ON YOUR OWN!

#### 2.2.5.3 [LO 3.8.2]

We live in a world where you seldom get anything for nothing. Which means we all need money. How do you earn extra money when you are still at school? Of course you can do part-time work if you are old enough. There are several ways - like baby-sitting or shelf stacking at the supermarkets - in which you can earn a few rands.

But what about a *steady income*? Wouldn't it be good to look forward to a *steady income*: to be able **to plan** your spending, **to save** up for a dream, **to buy** small things you need, to have something left to **share** with others? You can achieve these ideals if you start a business in order to make a profit.

A person who starts a business is called an \_\_\_\_\_

The answer to the riddle *above* is hidden in the twelve sentences *below*. Each sentence contains a word printed in bold. Write down the first letter of each of these words in the blocks provided above. Keep them in the given order.

**The Special Qualities of an** \_\_\_\_\_

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<sup>2</sup>This content is available online at <<http://cnx.org/content/m22034/1.1/>>.

1. He makes money in an **enterprising** way.
  2. He can spot a **need** people have and he supplies what they are looking for.
  3. He has a clear **target** towards which he works.
  4. He keeps an accurate **record** of buying and selling and hours spent working.
  5. He is **enthusiastic** about what he does.
  6. He transforms his talents, skills and energy into **profit**.
  7. A business **requires** hard work, but hard work pays!
  8. He keeps his **ears** open so that he can hear what people want or need.
  9. He offers his products or services in a **new** and refreshing way.
  - 10 He keeps his **eyes** open to see what services might be needed.
  11. He **understands** that advertising is vital.
  12. He knows his hard work will **reward** him in rands and cents.
- Write down the definition of an entrepreneur.

#### 2.2.5.4 Activity 2:

#### 2.2.5.5 STARTING YOUR BUSINESS

A business starts with an idea.

Are you going to . . .

- A. Buy or sell?
- B. Provide a service?
- C. Produce and market your own product?
- D. Put your skills and talent to work?

Consider these four points carefully. List your ideas.

You have three minutes to work on your own.

#### 2.2.5.6 Activity 3:

#### 2.2.5.7 DEVELOPING YOUR IDEA

#### 2.2.5.8 [LO 4.1.2]

Your idea might be brilliant and smart, but you will need a business plan if you want to get it going. A business plan is like a road map - it shows you where you are going and keeps you on track.

Using your best **idea**, consider the following **FOUR** business basics:

**What** do I intend doing?

**How** do I intend doing it?

**When** do I intend doing it?

**Why** do I think this will succeed?

Imagine you are planning to start the *Afribike* venture. Draw up a simple business plan by filling in the answers in the table below.

|                               |
|-------------------------------|
| AFRIBIKE                      |
| <i>continued on next page</i> |

|  |
|--|
| 1. What are we going to do?                        |
| 2. How/where are we going to get bicycles to sell? |
| 3. When are we going to sell these bicycles?       |
| 4. Why is our scheme sure to succeed?              |

Table 2.6

**2.2.5.9 Activity 4:****2.2.5.10 PLANNING YOUR OWN BUSINESS ENTERPRISE****2.2.5.11 [LO 4.1.3]**

Think carefully about the kind of business you intend starting.

ARE YOU GOING TO . . .

1. buy and sell?
2. produce and market your own product?
3. provide a service?
4. put your talents and skills to work?

What business did you decide on?

Now draw up your **own business plan** for your business *in rough*.

You must remember to focus on the four business basics:

|                                      |
|--------------------------------------|
| Business Plan                        |
| 1. What do I intend doing?           |
| 2. How do I intend doing it?         |
| 3. When do I intend doing it?        |
| 4. Why is my scheme sure to succeed? |

Table 2.7

**2.2.5.12 Activity 5:****2.2.5.13 THE FINAL BUSINESS PLAN****2.2.5.14 [LO 4.1.1, 4.6.2]**

You now need to compile a *final business plan*, using the rough draft as a guide.

Why a business plan is vital

If you need to borrow money to get started, you will be asked to present your business plan.

It will also keep you focused on your goals.

Business success needs a combination of imagination and initiative, hard work and discipline. Reveal these features in your business plan.

Take note before you start:

This assignment will be *assessed* by your educator.

The task consists of **FOUR** sections with a separate *CHECKLIST* for each.

Do each section on a separate page.



Bind the pages in a file, folder or plastic sleeve before handing the project in.

Your rough work must also be handed in.

Design a professional-looking FRONT PAGE

Name of business

Personal information of the entrepreneur (name, address and telephone number)

Logo (emblem/slogan)

Date presented

List of contents: headings and pages must be numbered.

Front Page

| CHECKLIST   | Self | Educator |
|---|------|----------|
| The name of the business is catchy, but meaningful. |      |          |
| The personal information has been given.            |      |          |
| The logo is eye-catching and appropriate.           |      |          |
| The headings and pages are numbered.                |      |          |
| The appearance is professional and neat.            |      |          |
| Spelling has been checked                           |      |          |
| Punctuation has been checked                        |      |          |

**Table 2.8**

**Summarise the important FEATURES of your venture.**

Describe your product or service. ( $\pm 10$  words)

Explain why your venture will be successful. ( $\pm 3$  short sentences)

State your short-term goal. ( $\pm 10$  words)

State your long-term goal. ( $\pm 10$  words)

Final business plan

Marketing plan: Advertising your business

**Design an attractive FLYER or POSTER**

| CHECKLIST                    | Self | Educator |
|------------------------------|------|----------|
| It is easy-to-read           |      |          |
| It is eye-catching           |      |          |
| It communicates the message  |      |          |
| Illustrations are meaningful |      |          |
| Layout is well-planned       |      |          |

**Table 2.9**

[LO 4.5.1, 4.6.2, 4.6.3]

Financial Plan

Where are you going to get money to start? ( $\pm 10$  words)

How will you spend this money?

|  |                                |
|--|--------------------------------|
| A. List the items on which you need to spend money to run your business. | Percentage needed by this item |
|  |                                |
|  |                                |
|  |                                |
|  |                                |
|  |                                |
|  |                                |
|  |                                |

**Table 2.10**

**B** Draw a pie-chart showing how you are going to divide the money in order to run your business profitably.

[LO 4.1.1]

| CHECKLIST                   | Self | Educator |
|-----------------------------|------|----------|
| Source of funds given.      |      |          |
| List of items given         |      |          |
| Chart explains use of funds |      |          |

**Table 2.11**

### 2.2.6 Assessment

|   |
|---|
| LO 3  |
| Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts                                   |
| We know this when the learner:  |
| 3.8 shows some understanding of how reference books work: <ul style="list-style-type: none"> <li>uses contents page and index to find information;</li> </ul> 3.8.2 uses a dictionary and a simple thesaurus. |
| <i>continued on next page</i>   |

|  |
|--|
| LO 4   |
| WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes   |
| We know this when the learner:   |
| <ul style="list-style-type: none"> <li>• writes to communicate information:</li> </ul> <p>4.1.1 writes a short explanation of how or why something happens (e.g. how an electric circuit works);</p> <ul style="list-style-type: none"> <li>• writes one or two paragraphs about the advantages and disadvantages of something (e.g. cars as a from of transport);</li> <li>• uses information from a survey to write a report (including heading, introduction, how the research was carried out, the results, and recommendations);</li> </ul> |
| <ul style="list-style-type: none"> <li>• designs media texts:</li> </ul> <p>4.5.1 designs a simple advertisement or pamphlet;</p>  |
| <ul style="list-style-type: none"> <li>• treats writing as a process.</li> </ul> <p>4.6.1 drafts, reads and discusses own writing critically;</p> <ul style="list-style-type: none"> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit.</li> </ul>  |

Table 2.12

## 2.2.7 Memorandum

### ACTIVITY 1:

This is all about an entrepreneur. Have a class discussion about finances in a country and how being an entrepreneur can help a family. See how many novel ideas they can come up with e.g. making rosettes for horse and swimming galas; transforming a yard and garage into a place for holding birthday parties.

### ACTIVITY 2:

Go through each item carefully and then see how many novel ideas the class can put together. Let them share their ideas with the class. A prize for the most innovative and resourceful? (Here is a good time to study words like ‘resourceful’, ‘innovative’, ‘responsible’, re-cycling’ etc – entrepreneurial words).

### ACTIVITY 3:

Go through the fur business basics and see how accurately they answer. Check for spelling and language errors. Explain that if a space is small, that errors stand out more!

### ACTIVITY 4:

Now let them do the next ACTIVITY really well as a project. Give them reasonable time but explain that this is the ROUGH DRAFT which also needs to be handed in to see how involved they were and how much preparation went into the project.

### ACTIVITY 5:

The final copy of the front page must show signs of editing and thoroughness. Put the best ideas on the board and discuss them as a class. Make sue they have done all that was asked of them. Explain the value of following instructions clearly and well.

**FEATURES OF VENTURE:** The summary must be just that – a brief, clear, correct synopsis.

**MARKETING PLAN:** These can be placed in the classroom for peer judgement. The really good should be framed (laminated or glass-framed)! Go over the evaluation chart with them first before they start.

**FINANCIAL PLAN:** Look at all the possibilities of ways to raise money as a class. Make a list. Explain about the different graphs to use to explain information.

## 2.3 More about words<sup>3</sup>

### 2.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 2.3.2 Grade 8

### 2.3.3 ENTREPRENEURSHIP: WHEELS CAN GIVE YOU WINGS!

#### 2.3.4 Module 8

### 2.3.5 MORE ABOUT WORDS

#### 2.3.5.1 Activity 1:

#### 2.3.5.2 SOMETHING ABOUT WORDS

#### 2.3.5.3 [LO 3.8.1, 6.9]

Using A Dictionary

A **dictionary** lists words in alphabetical order so that it is easy to find a word. It explains the meaning and origin of a word and shows all the different meanings that a word might have. Some dictionaries give the equivalent of a word in another language.

What are *guidewords*?

- These words appear at the top of the page.
- The word in the top left-hand corner of the left-hand page, and the word in the top right-hand corner of the right-hand page show the first and last words on the doublespread.

Look at the following *abbreviations*:

- *adj.* adjective *n.* noun *pl.* plural
- *adv.* adverb *v.* verb *sl.* slang

Study the column on the left. This is what a page from a dictionary looks like. Use this to find the answers to the questions on the right.

|   |  |
|---|--|
| <p><b>bang</b><i>n.</i>, &amp; <i>v.</i> – <i>n.</i> <b>1</b> a loud noise <b>2</b> an explosion <b>3</b> the report of a gun <b>4</b> a fringe of hair cut straight across the forehead. – <i>v.</i> <b>1</b> to shut noisily <b>2</b> to cause a sound like an explosion. <b>bangern</b> <i>1 Brit. sl.</i> a sausage <b>banglen.</b> ornamental band worn round the arm or ankle. <b>banish</b> <i>v.</i> to expel a person esp. from a country. <b>banjon.</b> (<i>pl.</i> –os or –oes) a stringed musical instrument <b>bank</b><sup>1</sup> <i>n.</i> <b>1</b> the edge of land by a river <b>2</b> a mass of clouds <b>bank</b><sup>2</sup> <i>n.</i>, &amp; <i>v.</i> –<i>n</i> a financial business where money is deposited or withdrawn. – <i>v.</i> to rely on.</p> | <p><b>1.</b> What is the British slang word for a sausage?<b>2.</b> How many meanings does this list give for the noun “bang”?<b>3.</b> What word can be used for “the side of a river” as well as a place where “money is deposited and withdrawn”?<b>4.</b> What would you do with a bangle?<b>5.</b> If you needed to make music, what would you buy?</p> |
|---|--|

<sup>3</sup>This content is available online at <<http://cnx.org/content/m22045/1.1/>>.

Table 2.13

## 2.3.5.4 Activity 1:

## 2.3.5.5 MORE ABOUT WORDS

## 2.3.5.6 [LO 3.8.2, 6.9]

## WORD-BOX

|          |               |             |          |
|----------|---------------|-------------|----------|
| dough    | confectionery | splendid    | route    |
| mental   | disillusioned | physical    | sculptor |
| scenery  | immediately   | continent   | pedalled |
| ruffian  | indigenous    | gruelling   | remnants |
| bankrupt | excitement    | adversaries | remnants |

Table 2.14

Arrange the twenty words in the **word-box** above in alphabetical order. The educator will time you!

From the word-box **on the previous page** choose the correct word to complete each of the following sentences. The first letter of each missing word has been given. (*Note that the word in italics explains the meaning.*)

1. Your *enemies* are you're a \_\_\_\_\_
  2. Your m\_\_\_\_\_ powers are the powers of your *mind*.
  3. The protea is an i. \_\_\_\_\_ flowering shrub which *grows naturally* in South Africa.
  4. People who feel d\_\_\_\_\_ must try not to continue to feel *disappointed*; they must handle their disappointment in a positive way.
  5. A baker prepares d\_\_\_\_\_ by making a *mixture of flour and water*.
  6. It is important to keep your *body* in good shape by getting enough p. \_\_\_\_\_ exercise.
  7. You will need a *road* map to plan your r\_\_\_\_\_ from Johannesburg to CapeTown.
  8. The school bully was a r\_\_\_\_\_ who was the leader of a bunch of *hooligans*.
  9. As we cycled through the *countryside*, we admired the s\_\_\_\_\_
  10. It was a g\_\_\_\_\_ track. Only those who were *tough* could complete the race.
- Find the meanings of the following words in your dictionary. *Note the spelling.*

|                               |  |
|-------------------------------|--|
| • bankrupt                    |  |
|                               |  |
| • confectionery               |  |
| <i>continued on next page</i> |  |

|               |  |
|---------------|--|
|               |  |
| • excitement  |  |
|               |  |
| • sculptor    |  |
|               |  |
| • immediately |  |

Table 2.15

**2.3.5.7 Activity 2:****2.3.5.8 PREFIXES****2.3.5.9 [LO 6.8, 6.9]**

- Prefixes and suffixes are word-parts which are added to words. A prefix is added at the beginning of a word. It changes the meaning or makes a new word. If you use these word-parts correctly, you can extend your vocabulary and improve your spelling.
- Some useful prefixes are –

|  | ADD YOUR OWN EXAMPLE |
|--|----------------------|
| <b>un</b> (not): unhappy, unfriendly           | Un_____              |
| <b>tele</b> (afar) : television, telescope     | Tele_____            |
| <b>ex</b> (out) : export, exhale               | Ex_____              |
| <b>trans</b> (across): transplant, translate   | Trans_____           |
| <b>inter</b> (between): interval, intercept    | Inter_____           |
| <b>dis</b> (not): disappear, disobedient       | Dis_____             |
| <b>pre</b> (before): preface, predict          | Pre_____             |
| <b>anti</b> (against) : antidote, anti-nuclear | Anti_____            |
| <b>sub</b> (under) : submarine, subway         | Sub_____             |

Table 2.16

The prefix *bi-* means two. The answers to the clues below all start with *bi-*. e.g. a vehicle with two wheels is a *bi*\_\_\_\_\_

Answer: bicycle

1. If you can speak **two** languages fluently, you are **bi**\_\_\_\_\_
2. An instrument with **two** lenses (one for each eye), used to view distant objects is called **bi**\_\_\_\_\_

3. A **two**-footed animal is a **bi**\_\_\_\_\_

4. A vehicle with **two** wheels is a **bi**\_\_\_\_\_

What is the meaning of the prefix “bi”?

Fill in the meanings of the following prefixes. Do not write numerals!

| Prefix | Meaning | Own example |
|--------|---------|-------------|
| uni    |         |             |
|        |         |             |
| tri    |         |             |
|        |         |             |
| quad   |         |             |
|        |         |             |
| octo   |         |             |
|        |         |             |
| deca   |         |             |

**Table 2.17**

### **2.3.5.10 Activity 3:**

### **2.3.5.11 WHAT IS . . . SLANG?**

### **2.3.5.12 [LO 3.3.1, 4.2]**

Slang is informal language which is often used by a particular group, e.g. school children. Slang expressions, like fashions, come and go. Many drop out of use completely, e.g. my “china” (pal).

How many slang words can you think up for:

- money
- a good-looking girl
- a good-looking boy
- food

### **2.3.5.13 Activity 4: WRITING SKILLS**

### **2.3.5.14 To express what you know, think and feel is a skill which is precious.**

### **2.3.5.15 [LO 4.4]**

- People who write well are word-artists. It is an art to express your experiences, thoughts and feelings in words, on paper, so that your readers are touched and moved by what you say. Good writing takes time and effort. We experience the world around us through our senses. What we smell, see, hear, touch and taste. these all awaken responses which are very personal.
- You will need to wonder about words; to weigh them for meaning, flavour and colour in order to describe what and how *you* see and what and how *you* feel about the world around you.
- Spend time thinking before you start writing.
- Be content to write a thought down in many ways until you find the “proper words in the proper order in the proper place.”

- Your thoughts are worth it! They deserve your very best attention.
- Never forget that what you write will be read and enjoyed by others!

Read the following stanza from the poem:

I Remember ...

And that is almost all I can remember.

The house, the mountain, the grey cat on her knee,

Her red shawl, and the tree.

ELEANOR FARJEON

Read the “uncompleted” paragraph below.

I Remember

It was in the spring that I left home and set off on my journey.

At the end of the lane I stopped.

Taking a deep breath, I looked back \_\_\_\_\_

(Write about 50 words).

This excerpt from your journal tells of what you:

Heard

Thought

Remembered

Felt

Saw

Use the IDEAS BLOCK to write down your sensitive perceptions.

| IDEAS BLOCK |
|-------------|
| I Remember  |
| saw:        |
| heard:      |
| felt:       |
| remembered  |
| thought:    |

**Table 2.18**

#### **2.3.5.16 Activity 5:**

#### **2.3.5.17 USING OWN IDEAS TO WRITE A PARAGRAPH**

#### **2.3.5.18 [LO 4.3, 4.4.1]**

#### **2.3.6 Assessment**

|                               |
|-------------------------------|
| LO 3                          |
| <i>continued on next page</i> |



|  |  |
|--|--|
| Reading and Viewing  | The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts |
| We know this when the learner:   |  |
| <ul style="list-style-type: none"> <li>reads and responds to social texts:</li> </ul>  |  |
| 3.3.1  | identifies purpose, audience and context;  |
| 3.8  | shows some understanding of how reference books work:  |
| <ul style="list-style-type: none"> <li>uses contents page and index to find information;</li> <li>uses a dictionary and a simple thesaurus.</li> </ul> |  |
| LO 4   |  |
| Writing  | The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes  |
| We know this when the learner:   |  |
| 4.2  | writes for social purposes;  |
| 4.3  | writes for personal reflection;  |
| <ul style="list-style-type: none"> <li>writes creatively:</li> </ul>   |  |
| 4.4.1  | shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);   |
| LO 6   |  |
| Language Structure and use   | The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.                                    |
| We know this when the learner:   |  |
| 6.8  | uses some language to talk about language (meta-language– terms such as pronunciation);  |
| 6.9  | expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).  |

Table 2.19

### 2.3.7 Memorandum

#### ACTIVITY 1:

Have another good look at dictionaries. Test them by calling out a word to see who finds the word first. Let them read out the explanation of the words. Ensure that EVERY learner possesses a GOOD dictionary and that they are used! Daily! Suggest that they ask their parents to buy them a good dictionary for their next birthday – it is something they can keep for the rest of their lives! Give them a few words which have different meanings *according to the context* so that they understand HOW to use a dictionary!

#### ACTIVITY 2:

This can also be a time test. Now see if they can do it in their head! Not easy!

- Let them work out other questions using the same words e.g. ‘dough’ is slang for .....? A very old-fashioned word for someone who is mentally unstable is ‘lunatic’. Where does this word come from

and why is it old-fashioned?

- It is interesting for them to know that the word ‘bankrupt’ really means ‘to break the bench’, an early form of showing that someone trading outside a temple was no longer in business! Let them each find THREE other words and then tell the class what they have discovered. Let them feel how exciting a dictionary can be. This can, of course, lead on to a discussion about encyclopaedias, the value of the internet etc.

#### ACTIVITY 3:

Explain how knowledge of prefixes and suffixes helps with spelling! Give them a short spelling test (This can be done at the start of EVERY lesson! The results can be placed on a graph. They enjoy watching their progress).

#### ACTIVITY 4:

Explain that slang is vibrant, immediate, youthful, fun BUT it is limited – therefore it is considered non-acceptable. At some stage they have to move beyond slang and improve their vocabulary. They should already be keeping an A-Z book for storing the magnificent world of words! If not – encourage them or even insist. It is really in their own interests as words make up language and they knee-halter themselves by limiting their vocabulary!

#### ACTIVITY 5:

Journalling is an important therapy! Explain about being sense-sensitive. Read out, store, display and frame the best, even just a phrase!

#### ACTIVITY 6:

Go over the assessment chart with them. Help them to edit and encourage, motivate, stimulate and PRAISE!

## 2.4 Process for sensitive writing<sup>4</sup>

### 2.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 2.4.2 Grade 8

#### 2.4.3 ENTREPRENEURSHIP: WHEELS CAN GIVE YOU WINGS!

#### 2.4.4 Module 9

### 2.4.5 PROCESS FOR SENSITIVE WRITING

#### 2.4.5.1 Activity 1:

#### 2.4.5.2 PROCESS FOR SENSITIVE WRITING

#### 2.4.5.3 [LO 4.1]

Emotions and Colours

Work in pairs for this activity. What colour do you associate with each of the following emotions or ideas?

e.g. Youth is GREEN as the oaks’ first leaves in spring.

1. Love is
2. Sorrow is
3. Honesty is
4. Happiness is
5. Truth is
6. Faith is

---

<sup>4</sup>This content is available online at <<http://cnx.org/content/m22066/1.1/>>.

7. Anger is
8. Fear is
9. Surprise is

#### 2.4.5.4 Activity 2:

#### 2.4.5.5 USING WORDS TO CREATE A SPECIAL ATMOSPHERE

#### 2.4.5.6 [LO 2.1, 4.1]

The paragraph below describes a dismal winter scene. Fill in words from the WORD-BOX below to create a wintery atmosphere. Write down the completed paragraph and give it a suitable title. .

It was a \_\_\_\_\_ day. The \_\_\_\_\_ trees, stripped of their autumn glory, bowed their \_\_\_\_\_ backs against the \_\_\_\_\_ wind. It had been drizzling all day and the ground was \_\_\_\_\_ and \_\_\_\_\_. Even the \_\_\_\_\_, \_\_\_\_\_ grass seemed broken in spirit and lay bent and bruised in the mud.

WORD BOX:

|          |          |         |        |         |
|----------|----------|---------|--------|---------|
| bleak    | bare     | old     | green  | gnarled |
| freezing | weary    | mean    | sodden | cold    |
| lush     | drenched | tall    | muddy  | cold    |
| huge     | black    | wet     | dismal | gaunt   |
| glowing  | dreary   | parched | mild   | gaunt   |

Table 2.20

#### 2.4.5.7 Activity 3:

#### 2.4.5.8 WRITING MY OWN PARAGRAPH FOR EVALUATION

#### 2.4.5.9 [LO 4.6.1, 4.6.2, 4.6.3]

Choose ONE of the following topics.

Write a descriptive paragraph of approximately 50 words.

The old house on the corner

The storm

A moonlight night

Play-time

The flood

Summer, autumn, spring!

Walking to school

Riding the wave

- Describe what you experience through your senses.
- Choose words which capture the right atmosphere

**2.4.5.10 Activity 4:****2.4.5.11 SIMILE AND METAPHOR****2.4.5.12 [LO 4.4.1]**

Listen carefully while the educator reads this:

A good writer works magic with words. Readers can “picture” what he is “painting”. His figurative language is original. Very often he compares what he wishes to describe to something that we recognise. In our imagination we connect the similarities and so the word “picture” becomes vivid and clear.

What is the difference between ‘figurative’ and ‘literal’ ?

- To understand the difference between ‘literal’ and ‘figurative’ language, you might enjoy this story:

Imagine that you are driving on a pass road, enjoying the scenery when a car comes whizzing round the corner, and the driver leans out of the car and shouts through his window at you: “PIG!”

You think he is being rude and you become quite annoyed by the driver’s poor manners.

Then you drive around the corner – and straight into a pig that is standing in the middle of the road!

You see, THE DRIVER meant there REALLY was a pig around the corner - LITERALLY.

YOU thought he was speaking figuratively and that he was IMPLYING that you were driving like a road hog. You thought FIGURATIVELY.

Here are some FIGURES OF SPEECH you should know. Study these examples and try to use your own original imagery in your creative writing.

Simile

- A **simile** shows the likeness between two things. It always uses “as” or “like” to introduce the comparison it is making. Study the next examples:

The moon floated up, like a bubble of gold,

And the wood was all silver and jade ...

The Piper – PATRICK CHALMERS

They rise like sudden fiery flowers

That burst upon the night,

Then fall to earth in burning showers

of crimson, blue and white.

Fireworks - JAMES REEVES

Small blue busybodies

Strutting like fat gentleman

With hands clasped

Under their swallowtail coats ...

Pigeons – RICHARD KELL

Use similes to improve your descriptive writing

Write an original *simile* to describe each of the following:

1. Waves
2. A simile
3. Football
4. Music
5. Bikes
6. Lightning

**2.4.5.13 Activity 5:****2.4.5.14 METAPHOR****2.4.5.15 [LO 4.4.1]**

The metaphor draws a comparison between two things, but does not use “like” or “as” as the simile does. Study these examples. They will help you with the next activity.:

The beach is a quarter of golden fruit,  
a soft ripe melon  
sliced to a half-moon curve  
having a thick green rind  
of jungle growth ...

The Beach - WILLIAM HART-SMITH

The road was a ribbon of moonlight  
over the purple moor ...

The Highwayman – ALFRED NOYES

The sausage is a cunning bird  
With feathers long and wavy;  
It swims about the frying pan  
And makes its nest in gravy.

ANON

**Use metaphor to improve your creative writing**

Write your own original *metaphor poem* on ONE of the following topics. Use the “sausage” poem as your pattern. Your poem must consist of four short lines and should not have more than 24 words.

1. The road is \_\_\_\_\_
2. Fire is \_\_\_\_\_
3. TV is \_\_\_\_\_
4. Bikes are \_\_\_\_\_
5. Friendship is \_\_\_\_\_
6. Homework is \_\_\_\_\_

| CHECKLIST for metaphor poem          | Self | Educator |
|--------------------------------------|------|----------|
| It sounds and looks like a poem      |      |          |
| I have expressed my own ideas.       |      |          |
| The metaphor is clear.               |      |          |
| I have managed to use rhyming words. |      |          |
| I have checked my spelling.          |      |          |

**Table 2.21**

**2.4.5.16 Activity 6:****2.4.5.17 THE ART OF STORY-TELLING****2.4.5.18 [LO 1.1]**

Think about these:

- Do you have a favourite story?

- Why do you remember it so well?
- Did you read it on your own?
- Who told you the story?

The ability to tell a story, which keeps an audience spellbound, is a gift. How wonderful to be able to spin a yarn which makes the audience laugh or gaze fearfully over their shoulders or weep about the fortunes and misfortunes of a storybook hero and heroine! Part of the magic of story-telling lies in the voice, in gestures and facial expression.

If you **write** a story, you have to rely on the power of the story line and the words you use.

Like any other successful achievement a story starts with a good idea. Then you need to think about the story line and the characters. Only then can you start working with words. Every word has to count!

“It is not just a quick and easy way to tell a tale. It must have a good beginning and an excellent end, with plenty in the middle, like a good sausage.”

- JUANITA CASEY (Author of many short stories.)

**Story-telling competition:** *Suddenly I realized I was not alone ...* Weave a story around this idea. It may be the beginning, the middle or the ending of your story. You may use music or sound effects to create the right atmosphere for your story. **Give it a title.**

Creative writing activity

Improve your narrative writing skills by making every word count. Write a short, short story (maximum length 100 words) to prove the truth of the proverb:

Honesty Is The Best Policy

- You will find the following guidelines helpful when you write your short, short story.
- Your educator will evaluate this assignment.

Guidelines for writing a short, short story

**1. Introduction:** The first line must suggest the tone of the story: is it going to be exciting, funny, scary or sad? The first paragraph must introduce the main character, the place, the time and the plot. The plot often starts with a crisis situation.

e.g. Once upon a time, in the most beautiful valley in the whole wide world, there lived a little old lady who was very, very sad.

**2. Body:** This part contains the action of your story. For this particular assignment, you have only one paragraph to spend on the action and events. This means: Every word must be meaningful.

**3. Ending:** End your story on a positive, strong note. The final paragraph must contain the climax of your story. The final line sometimes contains a subtle message or “a twist in the tail.”

**4. Word choice:** Choose your words with great care. Every word must contribute to the story. e.g. ‘colour’ words can create the right atmosphere; synonyms can create tension and suspense.

**5. Be brief:** Make use of similes and metaphors. This will save you from having to write long explanations that might bore your reader. It will also reveal your personal style and creative ability.

**6. Plan before you write!** Write down your story idea; the characters; the setting; the crisis; the ending. Then re-arrange the idea in the best order to achieve suspense and an element of surprise at the end.

**7. Plot and characters:** These aspects deserve a lot of thought. Give your characters **names** and **personalities**! **The plot** must be interesting. It must have a starting-point, then reach a turning point, then come to a gratifying conclusion.

## 2.4.6 Assessment

|   |
|---|
| LO 1  |
| ListeningThe learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations                             |
| We know this when the learner:  |
| 1.1 understands and appreciates stories, including those told by other learners.  |
| LO 2  |
| SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations                                  |
| We know this when the learner:  |
| 2.1 translates and interprets stories and messages.   |
| LO 4  |
| WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes  |
| We know this when the learner:  |
| <ul style="list-style-type: none"> <li>• writes to communicate information:</li> </ul>  |
| <ul style="list-style-type: none"> <li>• writes creatively:</li> </ul>  |
| 4.4.1 shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);  |
| <ul style="list-style-type: none"> <li>• designs media texts:</li> </ul>  |
| 4.5.1 designs a simple advertisement or pamphlet;   |
| <ul style="list-style-type: none"> <li>• treats writing as a process.</li> </ul>  |
| 4.6.1 drafts, reads and discusses own writing critically;   |
| <ul style="list-style-type: none"> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit.</li> </ul> |

Table 2.22

### 2.4.7 Memorandum

#### ACTIVITY 1:

Perhaps get in an interior decorator to talk about the effects of colour in a house. Quite fascinating! Go on to using colourful foods to encourage a sick patient to eat!

#### ACTIVITY 2:

Perhaps read some extracts from novels which depict a scene marvellously. They need exposure to good writing and good ideas. But again, stress the value of HAVING a vocabulary to start with!

**ACTIVITY 3:**

Let them hand in the rough draft too to show evidence of editing. Again motivate, stimulate and PRAISE! Frame the best!

**ACTIVITY 4:**

Let someone read this to the class but the meaning must come across by the way it is read. Then they will feel the *magic* of the words.

**USE SIMILES:** *Spend time on this* so that clichés are avoided and novel thoughts are rewarded!

**ACTIVITY 5:**

As with similes go over the check list. Now let them go to the library and each find a poem which they find extremely evocative. They must present it to the class, give the title of the book, the compiler etc and then read the poem with feeling! This very often encourages others to look for that book!

**ACTIVITY 6:**

Explain about the Khoi-San and their method of passing on their history; about the “scop” who told tales of daring at banquets, about epic poetry, about telling stories to children, about soapies and their success because of the story element. Then see how WELL they can tell a story. Perhaps tell them some of your favourite stories. Go on to fables and legends (e.g. Indaba, My Children).

**2.4.8****2.5 Oral project<sup>5</sup>****2.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE****2.5.2 Grade 8****2.5.3 ENTREPRENEURSHIP: WHEELS CAN GIVE YOU WINGS!****2.5.4 Module 10****2.5.5 ORAL PROJECT****2.5.5.1 Activity 1:****2.5.5.2 COMPREHENSION****2.5.5.3 [LO 2.4]**

Read the following newspaper article closely:

Petro Lubben was a young man who found himself facing a major crisis.

*Showing a great deal of courage and enterprise, he chose an extraordinary way to solve his problems.*

Problems are Opportunities in Disguise

1. When a German baker ran out of dough, he decided that the best way he could handle this crisis was to follow a dream! So he put aside his rolling pin, dusted the flour off his arms, bought a bicycle and set off on a tour of the world.

2. Confectioner Petro Lubben enjoyed his work in a Bremen bakery. He loved making pastry and cakes. Then the bakery, which specialised in “health” confectionery, went bankrupt.

3. The months that followed were not easy. Petro was twenty-eight and disillusioned: he had lost his job and had no steady income. Petro was facing a crisis! He spent several months at home before deciding to use all his savings to buy a touring bicycle and travel the world.

4. On March 15 1986 he made up his mind. He said good-bye to his family and friends and set out on his 40 000 km journey to Cape Town. It was a journey that would test his mental and physical reserves to the limit.

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<sup>5</sup>This content is available online at <<http://cnx.org/content/m22067/1.1/>>.



5. It was spring when Petro set off. He cycled through France, Portugal and Spain and reached Gibraltar, the stepping-stone to Africa.

6. "The African continent lay before me, an exciting but huge challenge," he said.

7. He landed in Tangier, Morocco, and almost immediately came face to face with a knife-wielding bandit, who tried to rob him. Passers-by ran to help him and the ruffian fled.

8. "Strangely enough that was the first and last time I was in danger from a human-being," he said when he eventually reached Cape Town. After Morocco, the adversaries he had to face were the Sahara desert, malaria, hepatitis and punctures.

9. His trip through the Sahara was gruelling; he spent 24 days pushing his bicycle. If it had not been for other travellers in vehicles he would have died of thirst.

10. Jungle roads, sandy tracks, the remnants of tarred roads ... these all passed under his wheels as he pedalled slowly through Central Africa.

11. Wherever he could, he worked to earn money. In Gabon he drove a truck for an oil company for a month. In Zimbabwe he became a sculptor; using the soft, local serpentine stone to carve objects which he was able to sell.

12. At last he reached Namibia where he took his longest break. Apart from working in a bakery, he spent several weeks photographing the splendid scenery and the indigenous people. Then, taking the West Coast route, he left Namibia for South Africa.

13. "From afar I could see your famous Table Mountain," Petro said when he arrived in Cape Town on August 6, 1990. "I felt a tremendous excitement - it drew me like a magnet!"

14. After four years - 40 650 km and 18 countries later - he had eventually completed his journey through Africa.

Adapted from an article in *Cape Argus* 1 September 1990

Group Discussion

The questions below must be discussed in your group. Each member in your group should be given an opportunity to:

- read a question aloud to the group
- lead the discussion
- jot down keywords to give feedback on group's opinion.

1. If Petro had come to you for advice when he lost his job, what would you have advised him to do?
2. What do you think of his solution to his problem?
3. Why do you regard Petro as an entrepreneur?

Find the correct information in the text

Complete these statements:

1. In Gabon Petro worked as a \_\_\_\_\_ for a month.

2. In Zimbabwe he worked as a \_\_\_\_\_.

He \_\_\_\_\_ objects from soft stone which he sold to tourists as

\_\_\_\_\_.

1. In Namibia he worked both as a \_\_\_\_\_ and as a \_\_\_\_\_.

[LO 5.2]

Summary Exercise

List six difficulties and dangers Petro had to face on his trip. Refer to Par 7 - 9.

- Remember that your answers must be supported by the text.[LO 3.4.3]

**2.5.5.4 Activity 2:****2.5.5.5 ORAL PROJECT****THE JOURNEY OF PETRO LUBBEN**

Imagine that you are Petro Lubben. You had wonderful adventures on your bicycle trip through Africa. You saw magnificent scenery and cycled through deserts and jungles. You faced dangers and hardship. All along the way you took photographs and drew sketches and maps.

- Everyone in the class must choose ONE aspect of Petro's journey.
- Present yourself as Petro.
- Draw a map of Africa to show the route you ("Petro") might have taken.
- Be sure to base your presentation on information given in the text.
- Choose a "photograph" (use a picture or make your own drawing) of a place you visited on your trip through Africa. This place made a special impression on you. Tell the class what you saw, how you felt and what you thought as you marvelled at this particular place. Make your presentation seem authentic, colourful and interesting.

Plan the content and structure of your project carefully. Jot your ideas down in rough.

**2.5.6 Assessment**

|  |
|--|
| LO 2   |
| SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations   |
| We know this when the learner:   |
| 2.1 translates and interprets stories and messages;  |
| <ul style="list-style-type: none"> <li>• interacts in additional languages:</li> </ul>   |
| 2.2.1 uses language for a range of functions: offers and invites ("Would you like...?"), politely refuses (I'm sorry..."), etc.;2.2.2 takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police); |
| 2.4 debates social and ethical issues.   |
| LO 3   |
| Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts  |
| We know this when the learner:   |
| <ul style="list-style-type: none"> <li>• reads for information:</li> </ul>   |
| 3.4.1 follows information texts (e.g. an explanation) of how something works, like kidneys);3.4.3 summarises information;  |
| <i>continued on next page</i>  |

|   |
|---|
| LO 5  |
| Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.                         |
| We know this when the learner:  |
| 5.2 uses language for thinking;5.2.3 understands and uses evidence to support a theory or argument (e.g. a photograph, objects from the past, an interview with a witness). |

Table 2.23

### 2.5.7 Memorandum

#### ACTIVITY 1:

This time they need to read to themselves – but now they have skills and tools for good reading and skim-reading. Let them know that the passage **MUST** be read **TWICE**: First for the main gist; then for the details. Now let a few read to the class – for marks.

**GROUP DISCUSSION:** This is a group effort. They must follow the instructions well.

**FIND INFORMATION:** Go over some of the jobs and discuss them – how well-paid, what future there is; job satisfaction and so on. Go on to other jobs that can bring in extra pocket-money.

**SUMMARY:** Explain **WHY** summaries are so important: Accuracy, conciseness, saving time on reading. Go over the Assessment chart with them first and make sure they know exactly what is required of them – to be handed in!

#### ACTIVITY 2:

This can be great fun while they are learning skills. Especially getting to grips with the map of Africa. It is also quite fun to draw a **HUGE** map of Africa on the floor (on paper of course – and then to ask them to move from South Africa to e.g. Egypt and to tell the class which countries they have to go through to get there etc.



# Chapter 3

## Term 3

### 3.1 To read texts and write creatively<sup>1</sup>

#### 3.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 3.1.2 Grade 8

#### 3.1.3 LANGUAGE AS A TOOL

#### 3.1.4 Module 11

#### 3.1.5 TO READ TEXTS AND WRITE CREATIVELY

##### 3.1.5.1 ACTIVITY 1:

- To read a text (fiction)
- To read for information

##### 3.1.5.2 [LO 3.1, 3.4]

We will now read a story about a girl called Shamila, her friend Frieda and a very special competition.

**Note :** Do not read the whole story at once. It is divided into sections. Each section will be followed by a number of activities.

Enjoy the story !

Mila's Magic

Mila's family background and living conditions

1 Hidden among a number of dreary dunes along the gloomy Cape Coast stood a lonely fisherman's cottage. Its battered roof bore evidence to the many fierce Cape storms it had endured. The clothesline displayed a few shabby rags.

2 Jos and Sara were in charge of the family taking shelter in this shabby cottage. Sara's disposition was one of constant disapproval and frustration. It seemed to increase in the presence of Shamila, her eleven year-old niece. Sara never understood why her mother had sent her sister's child to live with them after the accident. Sara didn't like children and wondered how they would cope with an extra mouth to feed and an extra body to clothe!

3 Mila, the timid eleven year-old, had been sent to her mainland relatives, Jos and Sara, because it was believed she would have a better future there. Life turned out to be pretty similar to that on the island, except that now she missed school in order to do menial jobs to contribute to the challenging family budget.

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m22083/1.1/>>.

To avoid harsh words and Sara's occasional backhand, Mila saw to the needs of her five younger cousins as best she could.

4 On rare occasions, Mila would steal away among the dunes to be by herself. Her regular companion was Spot, the family mutt. The spotty mongrel would cock its ears as Mila unfolded a crumpled paper from underneath her ragged jersey to unveil a little notebook. She would caress the pages as they whisked her thoughts back to her earlier home. (All too soon, of course, Sara's yells would force her back to reality.)

5 The pages transported Mila's mind back to her island-village where Gram and her grandpa led their simple, but happy and fulfilling lives. Close to where her parents enjoyed their eternal rest, was the vegetable patch. This was Gram's paradise.

**Reminder:** We have now read only the beginning of the story. Make your own notes while you listen to and discuss the work in class.

Your teacher will now discuss a number of aspects of the passage in class, e.g.

- Nouns
- Adjectives
- Family Trees
- How to quote from a story

**Note:** When you answer the questions you . . .

- may use a dictionary to help you.
- must use FULL SENTENCES.
- must use YOUR OWN WORDS, unless you are asked to quote.

Let's see how well you understood what you have read and discussed in class.

Answer the following questions about the first five paragraphs in *Mila's Magic*.

Paragraph One

1. How do we know that the people living in the cottage were poor? Give TWO reasons.
2. Choose and write down descriptive words (**adjectives**) which have negative connotations.(paragraph one) AND

Next to each word you have chosen, write down the item (**noun**) which the adjective describes.

Paragraph Two

4. From the story write down the words which describe Sara's character.
5. Now use your own words to describe Sara's character (personality).
6. Using the names and words given in the frame below, draw a family tree for Shamila (also known as Mila). Mila is the point of departure( the person to start with) for the family tree.

Paragraph 3

7. What do you imagine were the "menial jobs" Mila had to do? Name at least two.
8. Why did Mila have to do these jobs? Explain in your own words.
9. How did Sara ensure that Mila did her chores? Mention TWO different ways.

Paragraph 4

10. **Quote** two words which indicate that Mila was not really supposed to go to the dunes.
11. Why would Spot "cock" his ears (line 17)?
12. How do we know that Mila treasured the book? Give TWO reasons.

Paragraph 5

13. In which way were the lives of Sara and Gram (a) similar and (b) different?

(a) \_\_\_\_\_

(a) Sara \_\_\_\_\_

(b) but Gram \_\_\_\_\_

### 3.1.5.3 ACTIVITY 2:

- To write creatively
- To treat writing as a process

### 3.1.5.4 [LO 4.4, 4.6]

In the following activity you will attempt to use all your senses when you write.

“There is just something in here . . . I can’t say exactly what, but it gives the strangest bitter-sweet sensation on the tongue.”

The person who said this about Gram’s curry has used his sense of TASTE to describe his experience.

We have \_\_\_\_\_ different senses to assist us in observing and interacting appropriately in our environment.

- They are the senses of taste, sight, touch, smell.

You will now investigate your sense of SMELL.

Your educator will provide the items and rules for the game. See which group is the best!

Now use your sense of TASTE, SIGHT, TOUCH and SMELL. Describe clearly how your different senses experience the following. Use an appropriate descriptive word/phrase or sentence.

|              | Taste | Sight | Touch | Smell |
|--------------|-------|-------|-------|-------|
| Sugar        |       |       |       |       |
| Vinegar      |       |       |       |       |
| Salt         |       |       |       |       |
| Pepper       |       |       |       |       |
| Curry Powder |       |       |       |       |

**Table 3.1**

TIP! TIP! Use ALL your senses when you write and you will develop into a talented writer. Continue writing descriptively by using your five senses.

- In the story *Mila’s Magic*, the writer refers to winter more than once. See if you can find the places referred to and write them down.
- Which are the coldest months in your city, town or village?
- Which memories of sights, sounds, smells, feelings and tastes do you associate with winter? Write down a few suggestions which were made during the class discussion.

Now do the following written assignment:

A WINTER’S DAY IN MY HOME TOWN

- Describe a typical winter’s day in your home town in not more than 100 – 150 words.

TIP!!! TIP !!! Try to use all the information and skills you have acquired up to now. Use descriptive words. Make your writing personal and different, colourful and vivid, picturesque and striking.

DON’T PANIC !!!

- Follow the CHECK LIST to do this assignment well.

Title: \_\_\_\_\_

Step One : Planning

Write down a few sentences about winter by describing what each of your senses experience.

- What I see:
- What I smell:
- What I can hear:
- What I feel:
- What I taste:

Step Two: First Draft:

- Now write the *first* copy of your essay. Write down your ideas about winter in your home town, in full sentences and in paragraphs. Each paragraph deals with one idea, e.g. paragraph two will be about all the smells during winter.

(Number. of words:\_\_\_\_\_)

TIP! TIP! It will be a good idea to determine how many words per line on average you write: Multiply by the number of lines to get an approximate number of words. It is much easier and quicker to do this beforehand!

Now read over your work again. Look out for any mistakes you might have made and correct them in pencil. Use the checklist below to edit your first draft as well as your final draft:

| What to check:   | First Draft | Final Draft |
|--|-------------|-------------|
| Have I . . .   |             |             |
| used all five senses in my descriptive work?           |             |             |
| used good descriptive words?                           |             |             |
| spelt all the words correctly? (use a dictionary)      |             |             |
| used correct punctuation ?                             |             |             |
| included one main idea in each paragraph?              |             |             |
| selected a short, effective title?                     |             |             |
| written neatly and legibly?                            |             |             |
| counted and recorded the number of words I used?       |             |             |
| Finally, am I satisfied and proud of my final product? |             |             |

**Table 3.2**

### 3.1.6 Assessment

|                               |
|-------------------------------|
| LO 3                          |
| <i>continued on next page</i> |



|                                |  |
|--------------------------------|--|
| Reading and Viewing            | The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts |
| We know this when the learner: |  |
| 3.1                            | reads a text (fiction or non-fiction);   |
| 3.4                            | reads for information;   |
| 3.6                            | uses reading strategies;   |
| 3.8                            | demonstrates an ability to use reference books.  |
| LO 4                           |  |
| Writing                        | The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes  |
| We know this when the learner: |  |
| 4.3                            | writes for personal reflection;  |
| 4.4                            | writes creatively;   |
| 4.6                            | treats writing as a process.   |

Table 3.3

### 3.1.7 Memorandum

#### ACTIVITY 1

##### Mila's family background:

The following aspects should be addressed before asking learners to attempt the questions:

##### NOUNS AND ADJECTIVES.

What is a noun?

A word which names an object or person e.g.

cat / man/ book / desk / Uganda / Shoprite / swarm

What is an adjective?

A word which describes a noun e.g.

enormous / pretty / Ugandan / his

##### Family Trees

What information does a family tree provide? History of family, who married whom , who had children, how many , etc.

What does a family tree look like? Where does one start?

Let the learners read the questions before reading the passage.

- Example of a well-known family e.g. use a family from a popular soap opera and illustrate the connections on the board.

How does one quote from an article / story?

What does it mean to quote – to use the writer's direct words.

How is it indicated? – by the use of quotation marks

Why should one use the quotation marks? – one acknowledges that it is not one's own words, but that of somebody else. If not done, one is stealing somebody else's words and this is against the law.

Introduce learners to the word "plagiarism" and "copyright".

In your discussion about the story, emphasise:

Living conditions e.g. evidence of poverty

Characterization e.g. Sara

Emotions of characters

Background of characters

Here follow the **suggested answers** of all the questions related to *Mila's Magic*.

Mila's family background and living conditions

1. The roof has not been repaired.

The clothes on the line were old and torn.

|     |            |     |                     |
|-----|------------|-----|---------------------|
| 2.1 | Adjectives | 2.2 | Nouns               |
|     | Dreary     |     | dunes               |
|     | Gloomy     |     | Cape Coast          |
|     | Lonely     |     | fisherman's cottage |
|     | Battered   |     | roof                |
|     | Fierce     |     | Cape Storms         |
|     | Shabby     |     | rags                |

**Table 3.4**

3. c and d. She shows constant disapproval and frustration.
4. angry / dissatisfied / unhappy.
- 5 make sure the learners use appropriate adjectives or participles (and that they know the difference!).
6. Recognize neatness and accuracy and clarity. (Encourage them to find out about their own family!).
7. Folding washing; cleaning floors.
8. She had to bring in money for the family. She had to keep the family going. She had to show her servitude.
9. Sara scolded Mila and also sometimes beat her.
10. "steal away".
11. Dogs cock their ears when they hear a sound. Spot heard the noise of the creased paper.
12. Mila wrapped the book in paper for protection. She handled it with care.
13. a) Sara and Gram were both poor and unsophisticated.
- b) Gram was happy but Sara was dissatisfied.

#### ACTIVITY 2

It is wonderful to allow the learners to experience their different senses.

You will need to prepare small containers containing things which have a very definite taste.

The items in the book are merely suggestions.

Sense of smell – Fill small containers with different strong-smelling liquids or other food stuffs. Ensure that they cannot see into these containers (perhaps a blindfold) and then ask them to guess the different smells. Ten is usually a good number to use.

**Suggestions:** Antiseptic, correction fluid, vinegar, vanilla essence, cod liver oil, herbs – thyme, rosemary, etc. ; spices – cinnamon/nutmeg, bleach, different flowers.

Use your imagination. Use about five things which you are sure the learners will be familiar with and then introduce some others.

You can put a competitive edge to the exercise by creating teams and awarding a prize to the winning team.

This exercise can be extended to the other sense as well:

**Sense of hearing:** Here you can record various sounds on a tape recorder e.g. toilet flushing; telephone ringing; door banging; a match being struck, etc.

**Sense of touch:** Once again put some articles into a bag which the learners cannot see. Let them decide what the articles are by feeling them e.g. jelly; acorn; leaf

**Sense of sight:** Put 20 articles onto a table / desk / tray. Give each group about two minutes to look at them and then cover the articles. They then go off and write down all the articles they can remember. The group naming the most, wins.

To complicate this game you can ask questions about the articles e.g. what colour was the pen? Did the pencil have a sharp point? How many people were on the photograph?

- This exercise will increase their skills of observation too.

The writing of the essay: It is of great importance that learners familiarize themselves with the process of writing i.e. planning by brainstorming and mind-mapping, writing a first draft, editing and revising the first draft and then rewriting the essay as a final product.

- When editing, the learners may exchange their work with partners.

Here it is important for the learners to realize how much their senses can help them to write well, to write convincingly. So the exercises are set to “wake up” their senses and their words to describe the different senses.

- The activity on ‘A Winter’s Day’ should reflect real feelings, emotions, actions and reactions.

Then, when the learners feel they have handled the CONTENT well enough, deal with STYLE:

Length of sentences;

Some interesting punctuation;

Some original figurative language.

Let them do some good ‘short’ writing to prepare them for longer essays.

Then let them understand what is meant by editing – that this is a process.

Let them edit specifics before they write the final copy.

They need to understand that ALL good writers do editing!

## 3.2 To expand vocabulary<sup>2</sup>

### 3.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 3.2.2 Grade 8

#### 3.2.3 LANGUAGE AS A TOOL

#### 3.2.4 Module 12

#### 3.2.5 TO EXPAND VOCABULARY

Using words for various purposes can be great fun and quite challenging. Now let us take a closer look at the *Wonderful World of Words*. We shall be looking at the use of dictionaries and how to use the most effective word in a specific situation.

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<sup>2</sup>This content is available online at <<http://cnx.org/content/m22084/1.1/>>.

**3.2.5.1 ACTIVITY 1:****3.2.5.2 To expand vocabulary****3.2.5.3 To show some understanding of how reference books work****3.2.5.4 [LO 6.9, 3.8]**

## The Wonderful World of Words

This activity may be done with a partner.

You must, however, give *your own* answers after all discussion has been completed.

- Have you used a THESAURUS before? .
- What information does a Thesaurus give you?

A Thesaurus =

The following extract comes from the *NEW COLLINS THESAURUS*

**Cool**adj. **1** chilled, chilling, chilly, coldish, nippy, refreshing **2** calm, collected, composed, deliberate, dispassionate, imperturbable, level-headed, placid, quiet, relaxed, self-controlled, self-possessed, serene, together (sl.), unemotional, unexcited, unruffled **3** aloof, apathetic, distant, frigid, incurious, indifferent, lukewarm, offhand, reserved, stand-offish, uncommunicative, unconcerned, unenthusiastic, unfriendly, uninterested, unresponsive, unwelcoming **4** audacious, bold, brazen, cheeky, impertinent, impudent, presumptuous, shameless **5** *Inf.* cosmopolitan, elegant, sophisticated, urbane v **6** chill, cool off, freeze, lose heat, refrigerate **7** abate, allay, assuage, calm (down), dampen, lessen, moderate, quiet, temper –n **8** sl. calmness, composure, control, poise, self-control, self-discipline, self-possession, temper

Replace the word *cool* in the following sentences with a word which has a similar meaning taken from the extract. (Remember you will first have to look at its meaning in the sentence.)

1. He was very cool towards me when I met him at the soccer match and this upset me. (no. 3)
  2. The fireman was very cool when he rushed in to rescue the toddler from the burning room (2).
  3. The evenings become cool as winter approaches. (no.1)
  1. She was quite cool when she went into the disco without her ID – she was underage. (no. 4)
  5. I am going to cool this milk so that it does not become rancid. (no. 6)
  6. He is quite a cool guy and everyone in the class wants to be seen with him. (no. 2)
- Let us improve our work by replacing the underlined words in the following sentences with a more descriptive word. You may write down more than one answer!!!

- It was a nice curry.
- Gram's garden had a nice smell.
- The flea market has some nice things for sale.
- She put lots of different spices into her curry.
- It was a friendly street with lots of little shops.
- Mr Smith had lots of magazines on his bookshelf at school.

There are many different characters in the story *Mila's Magic*. Each one has a particular way of doing certain things, e.g. walking. There are different words to describe the different ways of *walking*. Here are a list of some of them.

In pairs, decide what the ACTION would be and WHY a person would walk like this. Some of you can demonstrate these walking motions to the rest of the class.

- Now write a sentence next to each word in the list.
- Demonstrate with these sentences the **exact** meaning of each word. Waddle; March; Hobble; Shuffle; Slouch; Stride; Limp; Saunter; Strut; Toddle

Now let's do some self-evaluation.

| Criteria                        | 1                               | 2                                       | 3                                       | 4                                  |
|---------------------------------|---------------------------------|---|---|------------------------------------|
| finding words in the dictionary | could not find                  | found most                              | found all after searching               | found all quickly                  |
| dictionary language             | could not understand            | found reasonable to read                | found easily                            | found very easy to read            |
| meaning of words in the extract | found them difficult in general | could understand to a reasonable extent | could understand most of the words well | understood all the words very well |

Table 3.5

Fill in the following statement honestly:

|  |  |
|--|--|
| “To improve my performance in the World of Words, I need to do the following:_____”<br>_____<br>_____<br>_____<br>_____<br>_____ | Buy yourself an A-Z book (or make one). Whenever you come across a new word, record it alphabetically, update and revise the book regularly and then consult it as soon as possible. Your vocabulary will improve! |
|--|--|

Table 3.6

We shall now continue reading *Mila’s Magic*

### 3.2.5.5 ACTIVITY 2:

### 3.2.5.6 To listen actively in discussionsTo listen for specific information

### 3.2.5.7 [LO 1.4, 1.3]

#### Mila’s Magic (continued)

Life on the island

6 The colourful produce was hidden among thick dark and bright green patches. Beans hung heavily on their stalks and the yellow mealies proudly pointed towards the sun.

7 The lower part of the garden was reserved for all sorts of herbs. During a good season, various bunches of sweet and pungent-smelling herbs found their way to the local market. Mila would eagerly assist Gram with the sales, learning about and shyly distributing inherited pearls of herb-wisdom to poor and ailing customers.

8 The herbs automatically landed in the villagers’ shopping baskets, or in one of Gram’s many delicious dishes. When the icy north-westerly winter wind forced its way through the several crevices in the house, the thick boiling parsley and vegetable soup would comfort the coldest heart entering via the rickety gate. The freshly crushed curry leaves and coriander seed promised the best curry dish in the southern hemisphere. The tinge of sweet basil and rosemary convinced many a staunch vegetarian to try Gram’s mince pies.

Answer the following questions about the paragraphs in *Mila’s Magic* titled “Life on the island”:

#### Paragraph 6

1. Why does the writer describe the vegetable patch as being “Gram’s paradise”? [2]

#### Paragraph 7

2. What are the “pearls of herb-wisdom”? [2]

3. Find and write down one example of a “pearl of herb-wisdom”. Hint: Ask your parents or grandparents or any older member of the community. [2]

4. Where would Mila have found her “pearls of herb-wisdom”? [1]

5. What was unfortunate about the lives of Mila and Gram’s customers? Name two things. [2]

#### Paragraph 8

6. Taking into consideration Gram’s uses for her garden, write down THREE advantages of keeping your own vegetable or herb garden. [3]

7. Why would a vegetarian eating mince pies be a great achievement for Gram? [3]

### 3.2.5.8 ACTIVITY 3:

#### 3.2.5.9 To translate and interpret To interact in additional language To interview someone

#### 3.2.5.10 [LO 1.4, 2.1]

On the island where Mila grew up, the people spoke not only their indigenous language, but also English and French. It is exciting to be able to communicate in different languages.

In your group, think about and discuss the following questions about languages in our country: (Write down some of the better answers!)

How is the question of languages handled in South Africa?

- How many languages are spoken in South Africa?

What problems do many different languages in one country pose for the government?

How can these problems be solved?

Which official language of South Africa is spoken by the fewest people and why?

Which language is the most generally spoken in South Africa and why?

What do foreigners think of our languages? Now let us move on to more serious work!

- Complete the list of greetings and phrases below, neatly, in at least four different languages of your choice.
- Consult the Assessment Chart BEFORE you start!

Some pointers on how to approach this activity

- Ask your friends, neighbours or relatives who are competent in different languages.
- Consult a multi-lingual dictionary.
- Should you be fortunate enough to have access to the internet, do a language search.

|                               |       |       |       |       |
|-------------------------------|-------|-------|-------|-------|
| English                       | ----- | ----- | ----- | ----- |
| Good morning                  |       |       |       |       |
| Welcome!                      |       |       |       |       |
| How are you?                  |       |       |       |       |
| My name is. . .               |       |       |       |       |
| <i>continued on next page</i> |       |       |       |       |

|                                 |  |  |  |  |
|---------------------------------|--|--|--|--|
| What is your name?              |  |  |  |  |
| Where do you live?              |  |  |  |  |
| How old are you?                |  |  |  |  |
| What kind of music do you like? |  |  |  |  |
| Good-bye                        |  |  |  |  |

Table 3.7

[LO 1.4, 2.1, 2.2]

### 3.2.6 Assessment

|   |
|---|
| Learning outcomes(LOs)  |
|   |
| LO 1  |
| ListeningThe learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations   |
| Assessment standards(ASs)   |
|   |
| We know this when the learner:  |
| 1.3 listens for specific information;   |
| 1.4 listens actively in discussion.   |
| LO 2  |
| SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations  |
| We know this when the learner:  |
| 2.1 translates and interprets;  |
| 2.2 interacts in additional language;   |
| 2.4 debates social and ethical issues.  |
| LO 3  |
| Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts |
| <i>continued on next page</i>   |

|   |
|---|
| We know this when the learner:  |
| 3.1 reads a text (fiction or non-fiction);  |
| 3.4 reads for information;  |
| 3.6 uses reading strategies;  |
| 3.8 demonstrates an ability to use reference books.   |
| LO 4  |
| WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes                          |
| We know this when the learner:  |
| 4.3 writes for personal reflection;   |
| 4.4 writes creatively;  |
| 4.6 treats writing as a process.  |
| LO 6  |
| Language Structure and useThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts. |
| We know this when the learner:  |
| 6.9 expands vocabulary (e.g. by mind-mapping related words, such as words about war).   |

Table 3.8

### 3.2.7 Memorandum

#### ACTIVITY 1

The use of ‘nice’ and ‘cool’ is so rife that it is necessary to draw their attention to this cliché and use of slang.

The single greatest drawback to good writing is the lack of vocabulary. So expand this exercise!

Using a dictionary, of course, as a matter of course, really helps, and learners should feel **comfortable** using good reference books.

#### 3.2.7.1 “Cool Exercise”

- unfriendly
- calm
- chilly
- bold
- freeze
- self-controlled

“Nice” and “lots of “ Exercise

Nice curry = delicious , appetizing

Nice smell = enticing, strong

Nice things for sale = interesting, inexpensive, unusual

Lots of different spices = many / different / a variety of

Lots of little shops = many / different

Lots of magazines = a collection / a small library of

Waddle = to take short steps and sway from side to side in walking, like a duck



March = to walk in a markedly rhythmical military manner  
 Hobble = to walk with short unsteady steps, to move irregularly  
 Shuffle = to shove the feet along without lifting them  
 Slouch = to walk in a drooping manner  
 Stride = to walk with long steps  
 Limp = to drag feet while walking  
 Saunter = to wander about idly  
 Strut = to walk stiffly in vanity and self-importance  
 Toddle = to walk with short feeble steps like a child  
 (answers from Chambers 20th Century Dictionary – new edition)

The learners could also paste a picture in their books of a person who is likely to display the above types of walks.

#### ACTIVITY 2

- Read this passage to the learners and see how many details they can recall.
- Listening skills should really be developed.

Life on the island

1. The vegetable patch was fruitful. It gave Gram joy.
2. Natural remedies for illnesses.
3. E.g. Place a clover in a tooth which aches.
4. Mila heard them from Gram.
5. Their customers were ill and they were poor.
6. Vegetables can be sold for an income.  
Herbs can be used for medicinal use.  
Vegetables and herbs can be used for food dishes.

7. It would mean that her pies were so delicious that a person who as a rule did not eat meat, would be convinced to go against his principles and eat meat.

Suggested assessment for this section of Mila's Magic:

The questions have been awarded a specific mark. Learners are awarded a mark according to their answers. At the end the total needs to be reverted to a % mark.

#### ACTIVITY 3

In the report-back session, each learner must be given the opportunity to report back on his/her findings.

Try to see if there are any similarities in the languages. Learners should be taught an appreciation and respect for other languages and cultures.

There is a Commission on languages in South Africa. Generally, all 11 official languages are respected and radio stations and documentation are usually appropriately used in a specific area. Translators and interpreters are used far more widely.

Eleven languages are spoken in South Africa.

As not everyone is familiar with all the languages, a lack of communication can be the result and also a boredom when listening to an unknown language. It also slows communication as information is translated slowly. It certainly should make us conscious that we have not made much effort to learn one another's languages. And also that speaking to someone in their language is the best way to form a good relationship. Equally, not speaking someone's language can lead to all sorts of misunderstandings.

- The government of the day has many formal pamphlets to publish and it is not financially viable or economical to print them in all the official languages.
- The idea is to print them in all the major languages.
- The least spoken SA language is that of the smallest tribe:

English is the most accepted language (although Afrikaans is spoken by a large number of South Africans). However, English is the international computer, diplomatic, business and financial language of the world and allows us access to all the global institutions, news etc of the world.

Foreigners feel it highly unusual to have so many languages in one country and wonder how it is possible for us to cope with them all. However, they appreciate the fact that we respect the languages of others and do not denigrate any one language.

Learners can use a dictionary to find out the various phrases in different languages but they might enjoy doing some extra research or interviewing of those who know the different languages!

### 3.3 To write for personal reflection<sup>3</sup>

#### 3.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 3.3.2 Grade 8

#### 3.3.3 LANGUAGE AS A TOOL

#### 3.3.4 Module 13

#### 3.3.5 TO WRITE FOR PERSONAL REFLECTION

##### 3.3.5.1 ACTIVITY 1:

##### 3.3.5.2 To write for personal reflection

##### 3.3.5.3 [LO 4.3]

Have you ever kept your own secret diary?

- A diary is a very personal record of the things which have happened to a person and of their feelings about what happened. It is autobiographical (written by the person).
- A diary will have:
  - a date at the top (day, month, year) of each entry
  - the pronouns *I, me, my*
  - words describing feelings and emotions
  - references to specific events

Example of a diary entry

24 December 1987

How I wish this night could be over! Uncle Don lit the candles on the tree. All the children were sent to bed early – as if that would make us sleep! If only I could see Santa in person! I wouldn't ask him for any presents (I think). I just want to know what he really looks like. When I left the room there was no sign of any presents! Maybe I shall get the roller blades Mom didn't want to buy me the other day. I want them sooo badly! You should see them . . .

Now it is your turn to write.

Put yourself in someone else's shoes. Imagine yourself in Shamila's shoes.

Background

Imagine that you are Shamila in the story *Mila's Magic*. Your parents have recently died in a horrific car accident on the island where you have been living all your life. Your grandparents are now looking after you. Gram has decided that to give you a better opportunity of success in life, you must leave the island to live with your Aunt Sara, Uncle Jos and their five children! You have never met any of them in person. The only knowledge you have of them is the stories your mother occasionally told you when you were still very

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<sup>3</sup>This content is available online at <<http://cnx.org/content/m22086/1.1/>>.

young. If you had a choice you would not go, but you are only eleven years old. Your grandparents have made up their minds and you are leaving the next day.

After a week with your mainland relatives, you have discovered many disappointing facts about them. However, you have no other option but to stay with them and adapt to their lifestyle.

Given the above information, write SIX diary entries of approximately 80 – 100 words in total, based on the following days:

1. The day that Gram made known their decision to send you to Aunt Sara.
2. One of the days in the week prior to your departure to Aunt Sara.
3. The day before you left for Aunt Sara.
4. The day you travelled to Aunt Sara.
5. Your first day with the family.
6. One day towards the end of the first week with Aunt Sara.

Let's get going

First organize your thoughts. Right down all your ideas and the information from the story.

PLANNING: Consider some of the following

- Why did **you** have to go to Aunt Sara?
- What would **you** miss most?
- How did **you** feel about going?
- What did **you** see when **you** arrived there?
- How did **you** react?
- What did **you** feel when **you** saw Aunt Sara and the family?
- What happened next?
- **Your** feelings about what might happen in future.

### Write a rough draft

Use the checklist below as a guide to edit your rough draft and final diary:

| WHAT TO CHECK  | Rough draft | Final copy |
|--|-------------|------------|
| Have I used the pronouns 'I', 'me' and 'my'?             |             |            |
| Have I used any incorrect facts? (as this is text-based) |             |            |
| Have I expressed emotions and reactions?                 |             |            |
| Have I counted and recorded the number of words I used?  |             |            |
| Have I written neatly, in my best handwriting?           |             |            |

**Table 3.9**

Write a final diary copy

### 3.3.5.4 ACTIVITY 2:

### 3.3.5.5 To expand vocabulary

### 3.3.5.6 [LO 6.9]

### LANGUAGE FOR LIBERATION

- Developing your language skills will enable you to communicate clearly and confidently.

1. Study the word/s underlined in the first sentence. *Change the form of the word* so that it fits correctly into the new sentence.

- a) Mr Jelly hurried down the road to Ahmed's shop.

- He is always in a ..... to go ..... at Ahmed's.
- b) Those ingredients make a very special curry.
- Mr Jelly ..... in making strong curries.
- c) If it's a success, I might give the recipe to you.
- He was hoping he would be ..... when he used the new recipe.
- d) Mr Jelly tried holding his breath, but that only made matters worse.
- He could not ..... or he would set things alight.

2. Look at the following sentences:

- If it's a success, we can exchange recipes.
- The recipe was a failure so they did not exchange recipes.
- It is always important to have the full recipe, but Mr Jelly felt it was unimportant.
- He is careful about what he puts into his food because if he is careless he could become very ill.

You will notice that the words in bold type are opposite in meaning. These are called *antonyms*.

Here are some special functions to remember!

- A *suffix* is added to the *end* of a word *to change its part of speech (word class)* and sometimes its meaning.
- A **prefix** is added to the **beginning** of a word to change its meaning.

Now try these sentences:

Replace the underlined words with a *word of opposite meaning* (antonym).

- It was a friendly street.
- He liked reading cookery books.
- It was a strange script.
- The dragon curry had a temporary affect on Mr Jelly.
- The food which he served was tasty.
- The food looked colourless when it was dished onto the plates.

### 3.3.5.7 ACTIVITY 3:

#### 3.3.5.8 To read a text (fiction) To read for information

#### 3.3.5.9 [LO 3.1, 3.4]

Let us get back to our story! Remember that the last time we read, we were told about Mila's life on the island. Now read about her grandmother's special curry.

Mila's Magic (continued)

Gram's curry

9 Scribbled in Mila's little notebook was the recipe of her grandmother's most delicious curry. Mila would often make a note of the quantities of the various spices the old lady used. Gram never used notes or measures. Absent-mindedly she would rub a finger-load of salt onto the sizzling onion rings, garlic cloves and crushed ginger roots. The meat was unceremoniously added and left to simmer in the saucepan while the few chillies and a handful of cardamon seeds were stirred in.

10 Mila knew however that she herself had recently picked two onions, peeled two garlic cloves and painstakingly chopped one small ginger root. On the table, ready to be added, lay three red tomatoes,

about four cups of beans and three large potatoes. In a dainty porcelain bowl, Gram had crushed almost two teaspoons of curry leaves and turmeric powder. And then there were the chillies – only one – carefully chopped. Mila had learnt never to touch her face after this task!

11 Finally, there were four dark brown pieces of sweet-smelling cinnamon sticks. But was that all? Anybody who had not watched Gram closely would think so. But Mila knew, and only Mila, that Gram always reached down into her apron with a swift motion. Quickly into the pot would disappear a bright orange-coloured peel – dried *naartjie*.

12 “Ooh! this tastes exceptionally good ! There is just something in here . . . I can’t say exactly what, but it gives the strangest bitter-sweet sensation on the tongue. I’ve never noticed it in other curries.” This was often the comment Gram received for her curry. She would acknowledge the compliment-question with a nod and grin and cast a warning eye towards Mila.

13 Mila wished she could once more taste that wonderful dish covered in true affection. She could even make it herself. But there was never time and there were never proper ingredients or money to buy them. She gave up on the idea entirely and conditioned her tastebuds to be satisfied with the monotony of bread, peanut butter, porridge and the occasional dried fish and thin soup. Besides, she did not want anybody to know this special recipe. It was hers and hers alone.

Now answer the following questions about the part of the story you have just read.

Paragraph 9, 10

1. Why did Mila know how to make Gram’s curry?
2. Which precautionary measure did Mila take when working with chillies?
3. Why did she do this?

Paragraph 12

4. What prevented Mila from trying Gram’s recipe at Sara’s house? Find FOUR reasons.
5. What was wrong with the meals in Sara’s house?

### 3.3.5.10 ACTIVITY 4:

#### 3.3.5.11 To write creatively

#### 3.3.5.12 [LO 4.4]

Many people tasted the wonderful curry Gram made. One such person said, “This is the most amazing curry I have ever tasted.” These are the person’s *direct words*. We therefore use quotation marks.

- However, when we write a dialogue (a conversation between two people in written form), we use different punctuation marks and writing rules.

Look at the following example of a written conversation between Gram and Mila on market day.

Gram : Come, Mila darling. We’d better hurry up. We cannot lose our favourite spot.

Mila : Yes, Gram. I just need to brush my teeth. Then we can go.

Gram : Have you marked all the bundles of herbs clearly?

Mila : Yes, Gram. I have put labels on all of them. All the bundles are in your big market basket.

What TWO differences in punctuation and writing rules did you spot in the above dialogue?

Now write your own dialogue

- Write the conversation between Mila and a customer at the market on the island.
- The customer is trying to find out what special spices Gram uses in her curry.
- The total number of words should come to approximately 80 - 100.

Do this written assignment in the same manner as you did the previous ones, i.e. plan, draft, edit and then complete your final draft.

- Use the following checklist for your editing:

|  | First Draft | Final Draft |
|--|-------------|-------------|
| My dialogue is in play-form.                               |             |             |
| I have used a colon before the direct words of the speaker |             |             |
| I have not used inverted commas.                           |             |             |
| I have left open one line between speakers.                |             |             |
| I have planned and edited my work.                         |             |             |
| I have counted and recorded the number of words I used.    |             |             |
| I have not used slang, swearing or Tipp-Ex.                |             |             |

Table 3.10

### 3.3.6 Assessment

|   |
|---|
| LO 3  |
| Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts |
| We know this when the learner:  |
| 3.1 reads a text (fiction or non-fiction);  |
| 3.4 reads for information;  |
| 3.6 uses reading strategies;  |
| 3.8 demonstrates an ability to use reference books.   |
| LO 4  |
| WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes  |
| We know this when the learner:  |
| 4.3 writes for personal reflection;   |
| 4.4 writes creatively;  |
| 4.6 treats writing as a process.  |
| LO 6  |
| Language Structure and useThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.                             |
| <i>continued on next page</i>   |

|   |
|---|
| We know this when the learner:  |
| 6.9 expands vocabulary (e.g. by mind-mapping related words, such as words about war). |

Table 3.11

### 3.3.7 Memorandum

#### ACTIVITY 1

It might be a good idea to find more examples of well-known diaries e.g.

The diary of Anne Frank

The diary of Adrian Mole

The diary of Lady Anne Barnard

The diary of Samuel Pepys etc

Encourage learners to find and read some diaries written by and about children in their age group. One could ask somebody to read it for a recording. Learners could also be asked to read extracts from these diaries as a reading or listening comprehension exercise.

- Use the given rubric in the learner's manual to assess the writing.

#### ACTIVITY 2

Learners need to understand how knowledge of prefixes and suffixes helps to develop vocabulary. Also, they need to see how words change in a specific context.

1. a) hurry; shopping

b) specializes

c) successful

d) breathe

2. **unfriendly**

**disliked**

familiar

permanent

unappetising

colour**ful**

#### ACTIVITY 3

We need to allow the learners to read silently or aloud or you can take a few to read to you at the desk while the others are reading silently.

1. Mila had always helped to prepare the curry. She was also very attentive.

2. She would never touch her face.

3. They would make her eyes itch and water.

4. There were no ingredients.

There was no money to buy them.

There was no time.

She did not want Sara to know about the recipe.

5. They were always the same.

Suggested assessment for this section 1.3 of Mila's Magic:

As with section 1.3, the questions are awarded marks and the learners' percentage calculated.

#### ACTIVITY 4

Pay particular attention to the punctuation in a dialogue. Let learners practise this roughly beforehand.

Remind the learners that the characters they use in the dialogue must be strictly according to the story i.e. they must behave and speak like these characters.

For stronger classes, the skill of including 'stage-directions' can be added to the exercise. It will make their writing more interesting, realistic and rewarding.

- **Rule:** When adding emotions and directions about actions, put them in brackets.

To instil pride and self-confidence in their own writing, let the learners ‘perform’ their completed dialogues. They could also decide which dialogue they liked best and discuss why.

### 3.4 To read for information<sup>4</sup>

#### 3.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 3.4.2 Grade 8

#### 3.4.3 LANGUAGE AS A TOOL

#### 3.4.4 Module 14

#### 3.4.5 TO READ FOR INFORMATION

##### 3.4.5.1 ACTIVITY 1

##### 3.4.5.2 To use reference books

##### 3.4.5.3 [LO 3.8]

Working with your Dictionary

- When you use a dictionary, you will find that there are **guide words** at the top of each page. e.g.

cull page 156 curtsy

- This shows us that *cull* is the very first word on that page and that *curtsy* is the last word.
- These two words will help you decide whether the word you are looking for is on that page.
- This is a real time-saver. Use it!

Using the above example of **guide words** decide whether the following words are on this page or not.  
culture ; curve; cupful; curry; culinary; currency

| WORD     | On the page | Not on the page |
|----------|-------------|-----------------|
| culture  |             |                 |
| curve    |             |                 |
| cupful   |             |                 |
| curry    |             |                 |
| culinary |             |                 |
| currency |             |                 |

**Table 3.12**

1. Now quickly put the words above in alphabetical order. You will have to look at the **third** letter in order to do this.

2. Quickly arrange the following words in alphabetical order. You will need to look at the **fourth** letter in each word in order to do this.

spike ; spiral; spine; spit; spice

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<sup>4</sup>This content is available online at <<http://cnx.org/content/m22089/1.1/>>.



3. Put the following list in alphabetical order. In this list you will need to look at the **fifth** letter in each word in order to do this.

paratroops; parallel; paralyse; paraphrase; parasol

4. Mila has the following list of curry ingredients. Arrange them in alphabetical order for her.  
cardamon seeds; pine kernels ; chillies; turmeric; paprika ; cinnamon; gharum masala; coriander; butter-milk.

Use a dictionary to look up the meanings of all the words that are new to you in these exercises.

- Remember the new words and try to use them in a conversation and writing as soon as possible.

Find **FIVE** words which are new to you in the story *Mila's Magic*

- Make your own dictionary page for them.
- Arrange them in alphabetical order.
- Look up the meanings in a dictionary.
- Now fill in the guide words at the top of the page.

#### 3.4.5.4 ACTIVITY 2:

#### 3.4.5.5 To read a text (fiction)To read for information

#### 3.4.5.6 [LO 3.1, 3.4]

Let us complete the story of Mila and her curry.

Mila's Magic (continued)

14 Mila focused on survival in her new home. The dunes became her paradise. One day her best and only friend, Frieda, approached her with great excitement.

"Mila, Mila! Come! You must read this!" Frieda could hardly contain her excitement. She was waving a piece of paper torn from a magazine.

"Mr Smith will kill you if he sees this!" Mila objected. Frieda seemed not to hear. "What is this?" Mila asked.

15 Frieda, knowing Mila's secret passion for curry – Gram's curry, had come across a competition. Anyone could enter an original recipe for curry. The prize-money was R30 000 and an all-expenses paid cruise to a destination of your choice for a family of four. The competition was the highlight of the centennial celebrations of Bashir's Family Travel Company.

16 It was not the cash or Frieda's nagging, but the cruise which finally did the trick. Every afternoon the two girls would have a secret mission – to find all the ingredients. They begged and did chores for cash. Mila ensured that nobody at home knew what they were planning. Sara would use the ingredients, take ownership of the recipe and probably enter the competition herself.

17 Finally one Thursday afternoon, Mila, Frieda and Spot tested the recipe. Spot cocked his ears and twisted his head at a peculiar angle as the girls attempted to make a fire. The experiment was carried out among the silent dunes. It was much safer there. Not only did the dunes share the girls' secret, but also reduced the risk of injuries at a stove.

18 It was three days before the competition ended that the girls slipped the important envelope into the postbox outside the school. As a gesture of compromise, the girls let Mr Smith, their teacher, in on the secret. He sponsored the envelope and stamp. He also assisted them in using the correct format for the recipe. He, however, was not allowed to see any part of the final version.

19 Then the girls waited and waited. And waited. After several weeks had passed, they gave up hope and continued their monotonous lives. Mila had stopped reading her notebook. The competition had flared up in her dreams, but now it was dwindling as fast and sure as the setting sun. Even Sara noticed Mila's subdued spirit, but with her scathing tongue, ascribed it to inherent evil in the poor girl!

Now answer the questions about the last few paragraphs

Paragraph 14

1. What is evidence that Mila really regarded Frieda as her true friend?

2. If Mila wins the prize, which mode of transport would she use? Quote a word from the story to support your answer.

3. What was Bashir's Family Travel Agency celebrating?

Paragraph 17

4. Why did Mila and Frieda let Mr Smith in on their secret? Explain fully.

Paragraph 18

5. The girls' attitude towards the competition changed as time passed. Describe how it changed.

6. What was Sara's explanation for Mila's change in mood? (Use your own words)

To complete the following exercise you have to consider the entire story.

7. Say whether the following statements are true or false. Provide a reason from the story for each of your answers.

- a. Mila was an orphan.
- b. Spot was an expensive, thoroughbred dog.
- c. Gram made the best curry in the world.
- d. Gram kept her own recipe book.
- e. Gram shared her knowledge of natural medicines.
- f. Gram liked to share her recipes.
- g. Sara rudely told Mila that she was an evil person.

8. Let's summarize the story by answering the following questions in short sentences. Do not use more than three sentences per answer.

- A. **Who** are the main characters in the story?
- B. **Where** do the characters find themselves?
- C. **When** does the story happen?
- D. **What** happens to the main characters?
- E. **Why** does it happen?
- F. **How** does it happen?

### 3.4.5.7 Activity 3:

### 3.4.5.8 To read a text (fiction)To read for information

### 3.4.5.9 [LO 3.1, 3.4]

Let us make Mila's life easy for her by writing the competition entry for her special curry, in its proper format.

Go back to the part of the story where Mila assists Gram in making curry. Read this section again.

- List all the things Mila added to her curry.
- Complete the recipe card below.
- Use your own knowledge of how to make curry to complete the recipe for *Mila's Special Competition Curry*

Mila's Special Competition Curry

- Ingredients:
- Serving suggestions:

**3.4.5.10 ACTIVITY 4:****3.4.5.11 To use language to talk about language****3.4.5.12 [LO 6.9]**

Spot the Similarity:

- Mila's magic
- The villagers' shopping baskets
- I can't exactly say what it is
- Bashir's Family Travel Business
- Gram's mince pies
- I've never noticed it
- What's this?
- There's never enough money
- Mr Smith's in on the secret

What do the underlined words have in common?

- When do we use an apostrophe?
- To show that something belongs to somebody/something.
- e.g. Mila's Magic (the magic belongs to Mila)
- The villagers' shopping baskets (the shopping baskets belonging to the villagers.)

Try yourself:

Bashir's Family Travel: \_\_\_\_\_ belongs to \_\_\_\_\_

Gram's mince pies: \_\_\_\_\_ belong to \_\_\_\_\_

*To join two words into shorter one :*

- e.g. I can't go.
- Can't = can + not (the apostrophe substitutes the NO of "Not")
- I've never noticed it. I've = I + have (the apostrophe substitutes the HA of "have")

Try yourself :

There's never enough money.

- There's = \_\_\_\_\_ + \_\_\_\_\_ (the apostrophe substitutes the \_\_\_\_\_ of . \_\_\_\_\_)

To indicate possession with the use of the apostrophe in the following sentences, apply the following:

|                                     |        |  |
|-------------------------------------|--------|--|
| Word showing possession is singular | Add 's | 1. the book of the teacher = the teacher's book<br>2. the children of Jos = Jos's children |
| <i>continued on next page</i>       |        |  |

|  |            |   |
|--|------------|---|
| Word showing possession is plural (more than one) and does not end in '-s' | Add 's     | 1. the toys of the children = children's toys |
| Word showing possession is plural (more than one) and ends in '-s'         | Add only ' | The hair of the girls = the girls' hair.      |

**Table 3.13**

Now try the following:

1. the jackets of the boys
2. the ears of the mongrel
3. the smell of the herbs
4. the recipe of Gram
5. the destination of the families
6. the swift motion of her apron
7. the stings of the bees
8. the peels of the potatoes
9. the presence of Shamila
10. the secret of the naartjie

### 3.4.6 Assessment

|   |
|---|
| Learning outcomes(LOs)  |
| LO 1  |
| ListeningThe learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations |
| Assessment standards(ASs)   |
| We know this when the learner:  |
| 1.3 listens for specific information;   |
| 1.4 listens actively in discussion.   |
| LO 2  |
| SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations      |
| <i>continued on next page</i>   |

|   |
|---|
| We know this when the learner:  |
| 2.1 translates and interprets;  |
| 2.2 interacts in additional language;   |
| 2.4 debates social and ethical issues.  |
| LO 3  |
| Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts |
| We know this when the learner:  |
| 3.1 reads a text (fiction or non-fiction);  |
| 3.4 reads for information;  |
| 3.6 uses reading strategies;  |
| 3.8 demonstrates an ability to use reference books.   |
| LO 4  |
| WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes  |
| We know this when the learner:  |
| 4.3 writes for personal reflection;   |
| 4.4 writes creatively;  |
| 4.6 treats writing as a process.  |
| LO 6  |
| Language Structure and useThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.                             |
| We know this when the learner:  |
| 6.9 expands vocabulary (e.g. by mind-mapping related words, such as words about war).   |

Table 3.14

### 3.4.7 Memorandum

#### ACTIVITY 1

Perhaps do the same exercise with other pages in the dictionary. Again, the aim is to make learners familiar and comfortable with using a dictionary or any other reference book. Introduce them to as many as possible.

| WORD     | On the page | Not on the page |
|----------|-------------|-----------------|
| Culture  | II          |                 |
| Curve    |             | II              |
| Cupful   | II          |                 |
| Curry    | II          |                 |
| Culinary |             | II              |
| currency | II          |                 |

**Table 3.15**

1. (a) Culinary (b) Culture (c) Cupful  
(d) Currency (e) Curve (f) Curry
2. (a) Spice (b) Spike (c) Spine  
(d) Spiral (e) Spit
3. (a) parallel (b) paralyse (c) paraphrase  
(d) paratroops
4. (a) buttermilk (b) cardamon seeds (c) chillies  
(d) cinnamon (e) coriander (f) dennepitjies  
(g) gharum masala (h) paprika (i) turmeric

**3.4.7.1 MY OWN DICTIONARY**

Suggested assessment

Spelling 5 (5 words)

Alphabetical order 5 1 for each word in the correct place

Meanings 5 These must be completely correct as they may be copied from the dictionary

Presentation 3 3/2/1

Guide words 2 The first and last word in their list will be the guide words

**ACTIVITY 2**

Again, allow the learners to do some reading silently or aloud – such a good skill to learn!

The Competition

1. Mila shared her curry secret with Frieda.
2. She would be on a ship. “Cruise” shows this.
3. They celebrated 100 years of business.
4. Frieda had torn the competition from Mr Smith’s magazine. He must have found out that she had done it.

She trusted him to keep their secret and they knew he would be able to help them with the formalities.

5. They were very excited at first. They lost hope of winning. Mila became depressed.

6. She thought Mila was born evil and naughty.

7. (a) True: “parents enjoyed their eternal rest.”

- (b) False: “the family mutt”; “the spotty mongrel”

- (c) False: “Southern Hemisphere”

- (d) False: “Gram never used notes or measures”

- (e) True: “Mila would assist . . . inherited pearls of herb-wisdom”

- (f) False: “cast the warning eye”

- (g) True: “Scorching tongue . . . inherent evil”

8. Who? Mila, Frieda, Sara and Gram

Where? Cape Coast

**ACTIVITY 3**

Learners do need to know how to read a recipe. This is cooking literacy!

| IMPERIAL                      | METRIC                          |
|-------------------------------|---------------------------------|
| 1 dessertspoon cooking oil    | 10ml cooking oil                |
| 3 dessertspoons flour         | 4,8g flour                      |
| 1 tablespoon hot curry powder | 7,2g hot curry powder           |
| teaspoon salt                 | 2,4g salt                       |
| 1 teaspoon ground ginger      | 2,4g ground ginger              |
| 1 teaspoon tumeric            | 2,4g tumeric                    |
| 1 cup milk                    | 250ml milk                      |
| 2 teaspoons of lemon juice    | 10ml lemon juice                |
| 1 lbs stewing mutton          | 480g stewing mutton             |
| 2 onions                      | 2 onions                        |
| Oven temperature 375F         | Oven temperature 190 [U+0652] C |

Table 3.16

## ACTIVITY 4

Go over the notes with the class and make sure they all understand the rule.

## Possession Exercise

1. boys' jackets
2. mongrel's ears
3. herbs' smell
4. Gram's recipe
5. families' destination
6. apron's swift motion
7. bees' sting
8. potatoes' colours
9. Shamila's presence
10. naartjie's secret





# Chapter 4

## Term 4

### 4.1 Comprehension<sup>1</sup>

#### 4.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 4.1.2 Grade 8

#### 4.1.3 CELEBRATIONS

#### 4.1.4 Module 15

#### 4.1.5 COMPREHENSION

##### 4.1.5.1 ACTIVITY 1:

##### 4.1.5.2 To read a text (fiction)

##### 4.1.5.3 Read for information

##### 4.1.5.4 [LO 3.1, 3.4.3]

- You are now going to look at three articles about some special days. It is important to be tolerant about the religions of others and to understand their religions.
- Read the following passages, telling you about some celebrations, which are important to millions of people. Read them carefully and then answer the questions that follow:

##### 4.1.5.4.1 Section 1: A look at an Islamic Holy Day: Ramadan

The Koran, the holy month of the fast – one of the five pillars of Islam, ordains Ramadan in the ninth month of the Islamic year, for all adult Muslims. According to the Koran, the fast of Ramadan has been instituted so that believers “may cultivate piety”.

The fast during Ramadan begins each day at dawn and ends immediately at sunset. During the fast, Muslims are forbidden to eat, drink or smoke. Before retirement each night, special congregational prayers are offered in which long passages of the Koran are recited. The night between the 26th and 27th days of Ramadan, on which the first revelation occurred, is called the Night of Determination, during which, according to the Koran, God determines the course of the world for the following year. The day after the end of Ramadan is called the Fast-Breaking and is celebrated with special prayers and festivities.

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m22090/1.1/>>.

The first day of the tenth month, Shawwal, marks the end of the fast and is a day of great rejoicing. It is the major festival of the year and is variously known as “the great festival”, “the festival of the breaking of the fast” or simply “the festival” (al-eed).

1. What is the purpose of Ramadan?
2. During which hours do Muslims observe the fast?
3. What may Muslims not do during this time?
4. Why is it called the ‘Night of Dedication’?
5. How is the end of the fast celebrated?

#### 4.1.5.4.2 Section 2: The history of a Christian carol: Silent Night, Holy Night

Christmas is one of the most celebrated occasions for Christians. Many different traditions are followed in the world to celebrate this Christian festival. One tradition, attributed to almost all Christian cultures across the world – the singing of the carol, ‘Silent Night. Holy Night’, on Christmas Eve. Do you know where this carol originated? To find out, read the following extract from an article.

The Humble Beginnings of Silent Night

by Per Ola and Emily D’Aulaire

Snow fell softly onto the wooden and stone houses of Oberndorf, an Austrian village. The villagers had all decorated freshly hewn spruce trees with candles, fruit and nuts as they prepared for the holiest of nights. Soon bells would peal from Oberndorf’s modest church to announce Midnight Mass, and the faithful would celebrate the birth of Christ with prayer and song.

Within the Church of St Nicholas, however, the mood was hardly one of joy that Christmas Eve afternoon in 1818. Curate Joseph Mohr, 26, had just discovered that the organ was badly damaged. No matter how hard the pedals were pumped, he could coax only a scratchy wheeze from the ancient instrument. Mohr was desperate. By the time a repairman could reach the parish, Christmas would be long over. To the young curate, a Christmas without music was unthinkable.

Mohr had a natural instinct for music. As a boy, the illegitimate son of a seamstress and a soldier, he had earned money singing and playing the violin and guitar in public. At school, and then at university, he had lived on money he earned as a performer. Then Mohr entered the seminary, was ordained in 1815 and posted to Oberndorf in 1817.

Realising that the traditional Christmas carols would not sound right on a guitar, he decided to produce a new song. Bending over a sheet of blank paper, his quill pen poised, he thought about a parish family he had recently visited to bless their child. The memory of that mother holding her infant wrapped snugly against the winter cold, took Mohr’s thoughts to another modest birth almost two thousand years earlier.

Tentatively, he began writing. His pen moved as if guided by an invisible hand. A haunting refrain, “Stille Nacht, Heilige Nacht!” appeared on the paper.

In phrases as simple as a poem for children, the young curate told of the Christmas miracle in six stanzas. It was as if the words flowed directly from Heaven. Time was growing short by the time he had finished. The verses still had to be set to music in time for Midnight Mass. Mohr decided to seek out his good friend, Franz Xavier Gruber, 31, the schoolmaster at nearby Arnsdorf, a more skilled composer than he.

Mohr visited Gruber and his large family at their modest living quarters above the school. Mohr told his friend of his dilemma. Handing over his newly written words, Mohr asked Gruber whether he would be able to compose a tune to fit them, suitable for two voices, chorus and guitar, and in time for Midnight Mass.

As Gruber read Father Mohr’s words, he was really struck by their beauty and innocence. He went to his piano to begin work while Mohr returned to his church. Drawing on three of the most basic harmonies in the musical repertoire, the organist wove a plain, hauntingly evocative melody. He took it to Father Mohr late that evening. With barely time for a rehearsal, the two men agreed that Mohr would play his guitar and sing tenor while Gruber sang bass. Following each stanza, the church chorus would chime in on the refrain.

At midnight, parishioners filed in, probably expecting the organ to fill the church with the resounding notes of Christmas hymns. Instead, the building was silent as they crowded into the narrow wooden pews. Father Mohr stepped into the nave and beckoned the schoolmaster to stand by his side. Holding his guitar, the curate must have explained to the assembled flock that, although the old organ was broken, the Midnight

Mass would include music nonetheless: he and Gruber had prepared a special Christmas song for the congregation.

With Mohr strumming the guitar, two mellow voices soon filled the church. The choir joined the four-part harmony at each refrain. The parishioners listened in awe to a carol that was as pure and fresh as an Alpine stream. Then Mohr proceeded with the celebration of the Mass and the congregation knelt in prayer. Christmas Eve at St Nicholas had been a success.

The story almost ended there. Mohr and Gruber had created their carol as a solution to a temporary problem and probably had no thoughts of performing the song again.

The following spring, a repairman patched up the organ. Soon Mohr was transferred to a different parish. For a few years, the carol fell as silent as

the night it had glorified in 1818. But luckily for the world, the organ at St Nicholas remained cantankerous.

In 1824 or 1825, the parish hired a master organ-builder by the name of Carl Mauracher to reconstruct it. During his time in the loft, Mauracher happened to come across the song that Mohr and Gruber had composed. On leaving Oberndorf, Mauracher carried the song with him. People who heard it through him were enchanted with the words and melody. Soon troupes of Tyrolean folk singers, who regularly fanned out over Europe, added Silent Night to their repertoires. Among those who did was the Strasser family.

The Strassers sang Silent Night at a fair in Leipzig, Germany. Audiences loved it. Not long after, a local publisher printed it for the first time, identifying it only as a Tyrolean song. There was no mention of Joseph Mohr or Franz Gruber. The words and tune now spread rapidly. Soon, Silent Night crossed the Atlantic with the Rainers, a family of singers performing and travelling in the United States.

Father Mohr died of pneumonia, penniless, in 1848 at the age of 55. He never learnt that his song had reached some of Earth's farthest corners. Gruber heard of the song's success in 1854, when the concertmaster for King Frederick William IV of Prussia, began searching for its source. When word reached Gruber, he sent a letter to Berlin telling him of the origins of the song. At first, few scholars believed that two humble men had composed the popular Christmas carol. When Gruber died in 1863, his authorship was still challenged.

The carol is now sung on every continent in the world in scores of languages, from the original German to Welsh, from Swahili to Afrikaans, from Japanese to Russian – all expressing the same deep feeling of peace and joy. It has been recorded by singers from Bing Crosby to Elvis Presley.

Over the years, the simple carol has shown a profound power to create heavenly peace. During the Christmas truce of 1914, for example, German soldiers in the trenches along the Western Front began singing Silent Night from the other side of “no man's land”. British soldiers joined in.

On Christmas Eve during the Korean War, a young American soldier named John Thorsness was on guard duty when he thought he heard the enemy approach. Finger on the trigger, he watched a crowd of Koreans emerge from the darkness. They were smiling. As the young soldier stood in amazement, the group sang Silent Night – in Korean – just for him. Then they melted back into the darkness.

The haunting words and simple melody have lingered in the hearts of people throughout the world since a young priest and his schoolmaster friend first sang the carol over 180 years ago.

[Taken and adapted from an article in *Reader's Digest* Christmas 2002 Edition]

Now answer the questions about the article.

1. What does the word “modest” [paragraph 1] tell us about the church and parishioners of Oberndorf?
2. Write down a synonym for the word “Curate” [paragraph 2].
3. Date the carol, *Silent Night*.
4. How did Joseph know that the organ was not working?
5. Why was waiting for the organ repairman not considered a viable solution to the problem?
6. Say whether the following statements are true or false. Quote a word from paragraph three to substantiate your answers.

- Joseph Mohr's mother did needlework for a living.
- Joseph Mohr's parents were happily married.
- Music provided Joseph Mohr with much needed money.

7. Two events motivated Joseph Mohr to write the words of *Silent Night*. Explain in your own words what these two events were.

8. Would you describe Joseph Mohr's writing of *Silent Night* as a swift and easy task? Explain your answer.

9. Identify the two phases of song-writing.

10. In which way was *Silent Night* different from the usual Christmas hymn?

11. Which part of the church building is the "nave" (paragraph nine)?

12.1 What is the congregation called in paragraph nine?

12.2 What is the congregation compared to in this expression?

13. What was the reaction of the Oberndorf congregation to this new Christmas carol?

14. Quote a synonym for Christmas "hymn" as used in paragraph 10.

When we want to describe things accurately, we sometimes compare them to other things which are similar. E.g. She is as beautiful as a rose. We can also say: She is like a beautiful rose.

When we compare two different things (the rose and the girl) and use the words 'as' or 'like' in the comparison, we have used a **simile**.

1. Identify the two things which are compared in this simile

2. What similarity exists between them?

17. Why does the writer of this article consider it fortunate that the organ of Oberndorf remained cranky?

18. What is "no man's land"?

19. What was strange about the Germans and British singing *Silent Night* in 1914?

20. Considering the examples given in paragraph 18 and 19, what effect does *Silent Night* have on people?

21. On which day do we celebrate Christmas Eve? Write down the date.

#### 4.1.5.4.3 Section 3: A Jewish festival, Hanukkah and what the Torah means

Hanukkah or Chanukah (Hebrew, "dedication"), is the annual festival of the Jews celebrated on eight successive days. It begins on the 25th day of Kislev, the third month of the Jewish calendar, corresponding, approximately, to December. Also known as the Festival of Lights, Feast of Dedication, and Feast of the Maccabees, Hanukkah commemorates the re-dedication of the Temple of Jerusalem by Judas Maccabeus in 165 BC.

According to Talmudic tradition, only one jug of pure olive oil, sealed by the high priest and necessary for the rededication ritual, could be found, but that small quantity burned miraculously for eight days. A principal feature of the present-day celebration, commemorating this miracle, is the lighting of candles, one the first night, two the second, and so on until a special eight-branched candelabrum is completely filled. The principal source for the story of Hanukkah is found in the Talmud.

1. Give the three names by which Hanukkah festival is known:

2. What is the purpose of Hannukah?

3. How is it celebrated?

Torah (Hebrew, "law" or "doctrine"), in Judaism, is the Pentateuch, especially in the form of a parchment scroll for reading in the synagogue. The written Torah, which consists of the five books of Moses, Genesis, Exodus, Leviticus, Numbers, and Deuteronomy, is the cornerstone of Jewish religion and law. The scrolls are considered most holy and are beloved by the pious; every synagogue maintains several scrolls, each of which may be protected by a covering of rich fabric and decorated with silver ornaments. A special holiday in honour of the Torah, known as Simhath Torah (Hebrew, "rejoicing in the Law"), is celebrated in the synagogue by singing, and marching and dancing with the scrolls.

1. Briefly explain what the Torah is.

2. How is Simhath Torah celebrated?

#### 4.1.6 Assessment

|   |
|---|
| LEARNING OUTCOME 3: Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts |
| We know this when the learner:  |
| 3.1 reads a text (fiction or non-fiction);  |
| 3.3 reads and responds to social texts;   |
| 3.4 reads for information;  |
| 3.5 analysis photographs in texts (e.g. advertisements and newspapers).   |

Table 4.1

### 4.1.7 Memorandum

#### ACTIVITY 1

It is important that learners learn from the outset that tolerance in any sphere of life is very important. What better way to teach them, than by looking at three religions and three representative practices.

Section 1:

1. The purpose of Ramadan is to develop piety.
2. The fast lasts 12 hours.
3. Muslims may not eat, drink and smoke during this time.
4. This is the night that it is believed God dedicates the path of the world for the next year.
5. There are special prayers at the end of the fast and then, on the 1<sup>st</sup> day of the next month, there is much rejoicing and festivities.

Section 2:

Since the story might be familiar, one could ask the learners their version of the story. This comprehension should be read with the learners, pointing out unfamiliar words. Learners can be asked to read aloud.

1. It was a plain/simply-decorated church. The parishioners were not rich. They were ordinary working-class people.

2. Father/Reverend/priest

3. 185 years 24 December 1818

4. It only made a wheezing sound.

5. Christmas would not be the same without music.

6. Joseph's mother did needlework for a living.

False - illegitimate son

True - earned money

7. He visited a mother and her new-born baby in Oberndorf.

The birth of Christ

8. No. He went about it 'tentatively' / cautiously

9. The first part is writing the lyrics.

The second part is composing the music.

10. Other hymns were powerful , rich and vibrant in sound. "Silent Night" was soft, mellow with a simplistic tune.

11. It is the front part. (the steps leading up to the altar)

12. an assembled flock

They are like a flock of sheep. The priest is the shepherd.

13. They were astonished and enjoyed the song.

14. Carol

15. The carol was as pure and fresh as an Alpine stream.

16. They are both pure and fresh.

17. Had they not sent for the repairman, Mauracher, the world would never have known the hymn. Mauracher spread the music to the rest of the world. He found it in an upper room. Mauracher found the song by accident. Singers travelled all over Europe in all directions. Father died a poor man. When Gruber died, people still did not believe that he wrote “Silent Night”.

18. It is an area where neither side of the opposing /fighting parties may go.
19. They were enemies and yet they were singing the same song.
20. It momentarily unites them despite the deepest of conflict between them.
21. 24 December

### **Section 3: Hannukah and what the Torah means**

1. Festival of the Lights  
The Feast of Dedication  
The Feast of the Maccabees
2. Hannukah honours the memory of the rededication of the Temple of Jerusalem by Judas Maccabeus in 165 B.C.
3. One candle a night is lit for eight nights.  
What the Torah means:
  1. The first five books of the Bible form the Torah – the basis of the Jewish religion and law.
  2. The members of the synagogue sing, march and dance with the representative scrolls.

## **4.2 The Christmas/Easter debate<sup>2</sup>**

### **4.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE**

#### **4.2.2 Grade 8**

#### **4.2.3 CELEBRATIONS**

#### **4.2.4 Module 16**

### **4.2.5 THE CHRISTMAS/EASTER DEBATE**

#### **4.2.5.1 ACTIVITY 1:**

**4.2.5.2 To listen actively in discussionslisten for specific informationinteract in additional language  
debate social and ethical issues**

#### **4.2.5.3 [LO 1.4, 1.3.1, 2.2.1, 2.4]**

- Two of the major public holidays in South Africa are Easter and Christmas. These are both religious holidays and both have relevance to the Christian religion.
- There are people who are of the opinion that public holidays should not be linked to any religious festival. They argue that this amounts to favouritism and discrimination among religions.
- You will now have a debate around this issue.
- Your teacher will divide the class into two groups.
- Group One will support the national celebration of Christmas and Easter as public holidays.
- Group Two will oppose this and suggest that Easter and Christmas be a private and personal celebration. They will argue that South Africans be given the choice of using their leave benefits at work to celebrate these religious festivals.

About Debating:

Debating is more than just a class discussion. You are required to support and defend a particular point of view on a given topic. You will be given time to prepare yourself. Different roles will be assigned to different learners in the class.

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<sup>2</sup>This content is available online at <<http://cnx.org/content/m22091/1.1/>>.

These roles are:

1. A chairperson: This learner will be in control of the debate. (S) he opens and closes the proceedings. (S) he will never express a personal point of view or support either group.
2. A first speaker for each side. : These learners will each introduce their point of view before the debate starts in all earnest. When the topic has been thoroughly debated, these speakers will summarize their group's argument.
3. The floor (an uneven number of learners): These learners' sole purpose is to listen to the arguments and cast their vote at the end of the debate, based only on the arguments they have heard.

|  |   | TOTALS |
|--|---|--------|
| 1. Does not meet expectations.(1 each) | <ul style="list-style-type: none"> <li>a. Minimal completion of task and /or responses frequently inappropriate.</li> <li>b. Responses barely comprehensible.</li> <li>c. Pronunciation frequently interferes with communication.</li> <li>d. Inadequate and /or inaccurate use of vocabulary.</li> <li>e. Inadequate and/or inaccurate use of basic language structures.</li> </ul>  |        |
| 2. Almost meets expectations.(2 each)  | <ul style="list-style-type: none"> <li>a. Partial completion of the task, responses mostly appropriate yet underdeveloped.</li> <li>b. Responses mostly comprehensible, requiring interpretation on the part of the listener.</li> <li>c. Speech choppy and /or slow with frequent pauses, few or no incomplete thoughts.</li> <li>d. Pronunciation occasionally interferes with communication.</li> <li>e. Somewhat inadequate and/or incorrect use of vocabulary. Emerging use of basic language structures.</li> </ul> |        |
| 3. Meets expectations.(3 each)         | <ul style="list-style-type: none"> <li>a. Completion of task, responses appropriate and adequately developed.</li> <li>b. Responses comprehensible, need minimal interpretation on the part of the listener.</li> <li>c. Some hesitation, but manages to continue and complete thoughts.</li> <li>d. Pronunciation does not interfere with communication. Adequate and accurate use of vocabulary.</li> <li>e. Emerging control of basic language structures.</li> </ul>  |        |

*continued on next page*



|                                  |  |  |
|----------------------------------|--|--|
| 4. Exceeds expectations.(4 each) | <ul style="list-style-type: none"> <li>a. Superior completion of task, responses appropriate and with elaboration.</li> <li>b. Responses readily comprehensible, needs no interpretation on the part of the listener.</li> <li>c. Pronunciation enhances communication.</li> <li>d. Rich use of vocabulary.</li> <li>e. Control of basic language structures.</li> </ul> |  |
|----------------------------------|--|--|

Table 4.2

Roles will be rotated in the event of more debates during the term or year. Let the learners do some peer assessment in this activity, on the following lines.

- Let them tick one of each of the different categories (a – e) and then add up the total.

#### 4.2.5.4 ACTIVITY 2:

#### 4.2.5.5 To use language and literacy across the curriculumuse language for thinkingwrite to communicate information

#### 4.2.5.6 [LO 5.1.2, 5.2, 4.1]

- You are required to investigate (do research) on the given topic.
- The collected information must then be presented in an original and interesting way in written form. This task must be **150 – 200 words** in length. The sources you have used must be noted at the end of your assignment.
- Create your own index for this assignment.
- **ALL** preparatory work must be handed in with your final project.

Topic: Celebrating Mother's / Father's Day

1. Compile a questionnaire (list of questions) to find out the following information:

- Do people celebrate Mother's Day and Father's Day?
- How do people celebrate Mother's Day and Father's Day?
- Should Mother's day and Father's Day be declared a national public holidays?
- What are the financial implications of celebrating Mother's Day and Father's Day?
- What are typical and ideal gifts for these occasions?

You should have at least eight questions.

Ask 15 – 20 people their opinion. Briefly write down their responses.

- Depict your findings on a graph.

Explain your findings in three or four short sentences.

Write a short poem for your mother.

Write a short report (approximately 80 – 100 words) in which you discuss how the roles of mothers and fathers have changed over the centuries. Assessment Chart

**4.2.5.7 ACTIVITY 3:****4.2.5.8 To read a text (non-fiction)****4.2.5.9 [LO 3.3]**

A birthday is an occasion when parents consider buying their child gifts. This is a difficult decision. Not only do gifts cost a fortune, but often the gifts are not truly appreciated or used.

- The following article sheds light on this topic.
- Read the article on the following page and then summarize it by the answering the accompanying questions.

. . . with a little imagination you can give your child the best gifts ever . . .

(adapted from an article by Jackie Davies in *Reader's Digest* : December 1993)

Zak Benjamin woke early, eager to discover what gifts his parents had brought him. But when he found the hockey stick, he was disappointed. That first hockey stick was soon replaced, but it had already bestowed benefits far more lasting than the train set, tape recorder and bicycle that succeeded it.

On this day of celebration, we all hope to give gifts whose value will outlive the gifts themselves. We want to give gifts that will broaden and brighten a child's world.

"Truly successful gifts are those that are carefully considered," says child-development expert, Dr Richard Oxtoby, a senior lecturer at the University of Cape Town's Department of Psychology. "In giving presents, parents should be contributing to the joy of learning and the development of their child."

Gifts don't have to be expensive or elaborate to have enduring value. And you don't always have to think of something new. My Great-Aunt Lorna invariably gave me book vouchers each birthday, and I looked forward to the quiet satisfaction of browsing in the cosy bookshop and making my personal choice.

Fathers give their sons footballs, mother give their daughter dolls, because that's what they enjoyed as children. But Johnny isn't Dad, and Mary isn't Mom. "Presents shouldn't merely reflect the selfish notions of the parent," Dr Oxtoby says. "They should be chosen with the child's own inclinations firmly in mind."

Often best gifts are those that children grow into, not out of. Give a six-year-old a book he can read a little now and will eventually learn to read in full.

Help your child explore his personality and interests to the full. Look for the gifts that might set him on unexpected and rewarding paths. Your children want and expect you to introduce them to new things.

For older children, gifts that widen their knowledge can foster a deeper understanding of and appreciation for the responsibilities of life. Jeremy de Tolly and his sister Katherine were both given air tickets to Europe when they matriculated. "We learnt self-reliance, tolerance and not to be afraid of hard work," says Jeremy.

We think of gifts as things we buy, but the finest gifts can be priceless treasures handed down across the generations, like Grandmother's brooch. The most important thing about gift-giving is that it imparts values of generosity and thoughtfulness to your children.

**Question:** When is a present a good one?

Answer this question in five short sentences. Use the ideas of the above article for your sentences 1 – 5. Write neatly. Watch your spelling, language and punctuation answer. Although you are using the ideas of the article, use your own words.

Having read about good and worthwhile gifts – let us do some writing now about gifts.

**4.2.5.10 ACTIVITY 4:****4.2.5.11 To write for personal reflection****4.2.5.12 LO 4.4]**

- Think back to gifts you have received. Which was the present you have appreciated most so far.
- First make rough notes in the allocated space and then do the final copy as well as you can. Be guided by the following:

What was the occasion when you received this gift?

Who gave you this gift?

Did you expect the gift or was it an enormous surprise?

How was the gift presented to you?

What were your thoughts and feelings when you:

- a) Saw the wrapped present?
- b) Touched the wrapped present?
- c) Smelled the wrapped present?
- d) Heard the wrapped present?
- e) Opened the wrapped present?
- f) Saw the opened present?

When did you first use the gift?

How did you feel when you first used it?

Why is this gift so special to you?

What was your reaction towards the person who gave you the gift?

- Now write three paragraphs in which you describe the best gift you have ever been given in your life. You should use no more than **150 words**.
- Structure your paragraphs in more or less the following way:

**Paragraph One:** Describe the nature or the gift; the giver and the circumstances surrounding the presentation of the gift.

**Paragraph Two:** Describe the gift with all your senses.

**Paragraph Three:** Describe your thoughts and emotions connected to this gift.

- Time for editing! Read over your first draft again. Identify and change any mistakes. Ask a reliable class mate to read the three paragraphs and indicate any mistakes with a pencil.
- Use the following checklist: In my three descriptive paragraphs I have . . .

|  | YES | NO |
|--|-----|----|
| Described the best gift I have ever received in my life.     |     |    |
| Used all my senses to describe this gift.                    |     |    |
| Expressed the thoughts and emotions about this gift.         |     |    |
| Spelt all my words correctly.                                |     |    |
| Used the correct punctuation marks.                          |     |    |
| Used three paragraphs to express my experience and emotions. |     |    |
| Used the correct number of words.                            |     |    |

**Table 4.3**

Now write your description of the best gift you have ever received - without mistakes. (Of course, if you have NO mistakes, then you do not need to do this extra work!) However, extra neat work might work to your advantage!

#### 4.2.6 Assessment

|   |
|---|
| Learning outcomes(LOs)  |
| LO 1  |
| ListeningThe learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations |
| Assessment standards(ASs)   |
| We know this when the learner:  |
| 1.3 listens for specific information;   |
| 1.4 listens actively in discussion.   |
| LO 2  |
| SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations      |
| We know this when the learner:  |
| 2.1 translates and interprets;  |
| 2.2 interacts in additional language;   |
| 2.3 shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm;  |
| 2.4 debates social and ethical issues   |
|   |
|   |
|   |
|   |
|   |
|   |
| LO 4  |
| WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes            |
| <i>continued on next page</i>   |

|   |
|---|
| We know this when the learner:  |
| 4.1 writes to communicate information;  |
| 4.2 writes for social purposes:   |
| 4.4 writes creatively.;   |
| LO 5  |
| Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.   |
| We know this when the learner:  |
| 5.1 uses language and literacy across the curriculum:5.1.2 understands and produces texts used in other Learning Areas (e.g. an explanation of how the kidneys work, or the production of a report in Natural thinking.Sciences);5.2 use language for |

Table 4.4

## 4.2.7 Memorandum

### ACTIVITY 1:

Before the actual debate takes place, it is a good idea to allow the two sides to subdivide into smaller groups of three – four learners each + one learner as the Chair. In these groups, they will discuss the topic and write down their ideas. Remind the learners that in a debate one has to argue the point of view given regardless of one's personal point of view. It also helps to think of the topic from an opponents' point of view and then to break down their arguments.

The teacher should constantly be guiding the group discussion as well the chairperson and first speakers. Learners must be able to analyse the topic from all possible angles, e.g. the value of tradition in our lives, the economic implications of public holidays; the impact on education, etc.

- Each learner must be encouraged to voice his/her point during the debate.

### ACTIVITY 2:

Learners should be allowed approximately one month in which to do this investigation task. It must be made quite clear that this project should be done at home.

The teacher should regularly (at least twice a week) remind learners of this task. Learners must bring their rough work to school, at least once a week. This should be recorded on a class list.

In this way the learners will avoid the grave mistake of leaving their work until the last hour and consequently failing to hand it in or to avoid their handing in an inferior product. It also helps the learner to know whether he is on the right track and not wasting his time on inappropriate matter.

- All rough work, no matter how rough, must be handed in with the final product.

### ACTIVITY 3:

1. Presents should contribute to learning.
2. Presents should contribute to enjoyment and joy.
3. Presents should reflect the children's wishes and interests.
4. Presents should stimulate children's growth.
5. Presents must teach children the value of sharing, giving and thoughtfulness.



Figure 4.1

## 4.3 Dramatisation<sup>3</sup>

### 4.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 4.3.2 Grade 8

#### 4.3.3 CELEBRATIONS

#### 4.3.4 Module 17

#### 4.3.5 DRAMATISATIONS

##### 4.3.5.1 ACTIVITY 1:

##### 4.3.5.2 To use features of spoken language to communicate

##### 4.3.5.3 [LO 2.3]

For the next activity you will be working in a group. Your teacher will divide the class into groups. Each group will consist of boys and girls.

- Dramatize the following song-story, sung by Joni Mitchell. Your teacher will discuss the story with you. You have to use the exact lyrics of the song. You may, however, use your own props and action to liven up your group presentation of the song.

#### THE GIFT OF THE MAGI

I remember Monday rising up to pack his lunch  
 We kissed goodbye saying  
 What a foolish girl was I  
 Saying, what a fool was she  
 Near the store where I go shopping  
 On display there was a golden watch chain  
 All that week it had me stopping  
 What a fool was she,  
 Almost Christmas, we were so poor  
 Where there was will  
 There were ways  
 I was sure  
 In the paper, written plain  
 I saw an ad, I caught a train  
 And sold my hair to buy the chain  
 What a fool was she

---

<sup>3</sup>This content is available online at <<http://cnx.org/content/m22092/1.1/>>.

(and he says:)  
 I remember Monday rising with her hair  
 Reflected in my eyes  
 It caught the sun a million times  
 What a fool was he  
 In a window near the office was a comb  
 Of pearls and beads and tortoise  
 Oh, the devil'd come to court us  
 What a fool was he  
 Almost Christmas, we were so poor  
 Where there was will  
 There were ways  
 I was sure  
 In the pawnshop coming home  
 I stopped inquiring for a loan  
 And sold the watch to buy the comb  
 What a fool was he  
 Christmas came up cold and glum  
 There were no visions of sugar plums  
 There were no joyous carols sung  
 Oh, what fools were they  
 He sat glaring at her bob  
 As she lay weeping by a chain and fob  
 And sadly burned the yule log  
 And wise men lose their way  
 Wisemen lose their way  
 Merry Christmas Day  
 [words taken from website :  
<http://www.jonimitchell.com>]  
 Your will be assessed on:

1. How well you perform in a group
2. The content and dramatization of the lyrics.

Tip: Read “*Gift of the Magi*” by O. Henry – a really beautiful story. The above poem is based on it.

#### 4.3.5.4 ACTIVITY 2:

#### 4.3.5.5 To read a text (fiction)read for information

#### 4.3.5.6 [LO 3.1, 3.4.3]

- Imagine that your family is about to celebrate your grandfather’s eightieth birthday. Close relatives have been invited to a family feast. You are in charge of organizing the guests.

THERE are HOWEVER A few PROBLEMS !!!

Aunt Betty and Aunt Lynn have not spoken to each other for fifteen years. Your brother cannot stand the sight of his nephew whose father earns ten times more than his. Jean, your niece, is so shy that she never says a word. Uncle Don loves his own voice and hardly gives anyone the opportunity to speak.

- This is a recipe for family disaster – and all on beloved Grandfather’s most special of birthdays.
- The following articles might help solve your problems. (The 2<sup>nd</sup> article is beneath the crossword puzzle).
- **Warning:** The article might contain unfamiliar words and ideas, therefore have a dictionary at hand.

### Dinner Party Feng Shui

To host the perfect dinner party takes more than just fine food and good company. Whether you're hoping to have a romantic dinner à deux, a harmonious family celebration or a jolly evening with friends, why not invite the subtle power of Feng Shui?

How you seat your guests can make all the difference between a rip-roaring success and a damp squib. A little knowledge of the art of placement can make your gatherings warm occasions, bringing people together and keeping warring factions at peace.

Problems can arise because nowadays we rarely bother with seating plans, leaving it to guests to find their own place, says Feng Shui master Lam Kim Churn.

"If you let people seat themselves, they can end up in some very awkward arrangements," he says.

Feng Shui expert, Sarah Surety agrees: "The way you position people will undoubtedly influence their behaviour. For example, if you have guests who are normally quiet and timid, place them so they have their back to the wall with an excellent view of the door. This is the strongest position around the table and they will feel in control and not vulnerable, and you may well find they become the life and soul of the party."

"Conversely, if you have rather overwhelming guests, placing them nearest the door, with their back to it, which will usually make them a little quieter."

#### Feng Shui In Action

Before trying Feng Shui on your family, let's apply Feng Shui seating principles on paper.

1. Read the following Feng Shui instructions.
2. Draw a sketch of the seating arrangement according to what you have read.
3. Do your sketch in colour.

The following people are guests at the table:

Mr and Mrs Smith (the hosts)

Johnny – a 16-year old rebellious teenage son

Grandpa John

Grandma Mary

Sarah – a 10-year old daughter (very shy)

Uncle Tim

Aunt Jean

Feng Shui Seating-Arrangement Guide: Lay your table with care to ensure that a large family gathering runs smoothly.

The tablecloth and napkins should ideally be in warm earth colours such as gold, beige or brown, which will support nourishment and acceptance. These colours tend to encourage those who are shy, while anchoring anyone more fiercely.

If there is possible tension within your family, make sure you have a soft flower arrangement in the middle of the table, which will help to calm everyone. Arrange your flowers in a glass bowl so the water, another positive influence, is clearly visible.

If the host and hostess sit next to each other, they can create a strong bond of support. A difficult or irascible child or relative will tend to be more restrained if placed next to the host or hostess.

Grandparents or other relatives you want to make sure feel at ease should be seated opposite the host and hostess – a position which shows them respect. Place the family members likely to be the most easy-going in a 'neutral' position.

Article about Feng Shui taken from *Woman's Value*

What do you think?

Do you think the Feng Shui methods will really ensure a peaceful and successful celebration at the table? Explain your answer.

Let's pretend a bit

Your parents will allow you to celebrate your sixteenth birthday party on the beach. It will be supervised by parents. You hope to have a braai and beach fun. You are sending out a casual, informal invitation. Design and make this invitation.



Although your invitation must have standard and formal invitation phrases, you are at liberty to use any design and to be creative. The invitation must be so attractive and convincing that your friends will not be able to resist attending.

Like all other writing, first plan and draft your invitation. Here is space for ideas.

Invitation Checklist

|   | Yes | No |
|---|-----|----|
| My invitation is unique (different).            |     |    |
| The cover page is interesting, attractive.      |     |    |
| All words are correctly spelt.                  |     |    |
| My work is neat and tidy.                       |     |    |
| I have included the following information:      |     |    |
| • Date  |     |    |
| • Time  |     |    |
| • Venue   |     |    |
| • Dress Code                                    |     |    |
| • Bring-along reminder                          |     |    |
| • RSVP  |     |    |
| I wish I could receive an invitation like this. |     |    |

**Table 4.5**

### 4.3.6 Assessment

|  |
|--|
| LO 2   |
| SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations   |
| We know this when the learner:   |
| 2.1 translates and interprets;   |
| 2.2 interacts in additional language;  |
| 2.3 shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm;   |
| 2.4 debates social and ethical issues  |
| LO 3   |
| reading and viewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts. |
| We know this when the learner:   |
| 3.1 reads a text (fiction or non-fiction);   |
| 3.3 reads and responds to social texts;  |
| 3.4 reads for information:3.4.3 summarises information;  |
| 3.5 analysis photographs in texts (e.g. advertisements and newspapers).  |

Table 4.6

### 4.3.7 Memorandum

#### ACTIVITY 1:

For the learners to enjoy this activity fully, they need to understand the story. The song reflects the plot of a story by O. Henry. The title of the story is “The Gift of the Magi”. Try to find the story, but if you cannot, you can tell them the following story. The story goes as follows:

“Jim and Della are husband and wife living in a rented room in New York. Jim has had his salary reduced to only \$20 a week from the \$30 a week he used to make (it is the time of the depression in America). After rent and groceries, the couple hardly have any money left.

Christmas is only a day away and, for a Christmas present, Della wants to buy Jim a gold watch chain for his gold watch. They do not have much to be proud of or happy about, but Jim is very proud of that watch. And Della? Della is most proud of her beautiful long hair. But she really wants to buy that gold chain for Jim’s watch. Too bad she only has \$1.87. So, she decides to sell her hair to a woman who makes wigs and other hair articles. The woman pays Della \$20 for her hair. The chain costs \$21, so she now has enough money. She buys the chain to give to Jim. She goes home and prepares Jim’s dinner and waits for him to come home, a little bit worried that Jim will be shocked when he sees her with all her beautiful hair cut off.

When Jim comes home, he does look shocked when he sees Della with short hair. He stares at her in a strange way and it scares her. She explains to Jim how she sold her hair to buy him a lovely Christmas present for their first Christmas together. Jim tells her not to worry and that nothing can change his love for her. The reason he is shocked to see her without her long hair is that he also wanted to get a lovely Christmas present for Della. He gives her the present wrapped in paper and Della unwraps it to see that Jim had bought her a set of beautiful combs for her hair.

She had seen them in a shop before, but they were so expensive. How was Jim able to afford them? Suddenly she remembers Jim’s present. She gives him the gold chain. The chain is beautiful, but when Della

asks Jim to put it on his watch, Jim surprises her. He sold the watch to buy her gift.” [Summary taken from website: <http://www.rdlthai.com> ]

Suggested activity procedure

1. Learners read/listen to the song.
2. Teacher allows learners to express their impressions/plot of the lyrics.
3. Teacher tells the exact story so that everybody is clear on the plot.
4. Discuss issues arising from the story e.g. were they both foolish to sell their favourite possessions?
5. The class is divided into groups consisting of both girls and boys.
6. Each group now has to decide how they will dramatize this story. Remind learners that they may use sounds and visuals to enhance their performance.
7. Learners should be given at least two days to prepare themselves for the dramatization.

#### **ACTIVITY 2:**

Mr and Mrs Smith - next to one another

Johnny - next to Mr or Mrs Smith

Grandpa John and Grandma Mary - opposite Mr and Mrs Smith

Sarah - pposite door, with back against wall

Uncle Tim and Aunt Jean - anywhere at the table.

Use of colours:

Tablecloth and napkins: gold, beige or brown

Flowers (in soft colours) in the middle of the table.

Flowers in glass bowl (should see water).



**Figure 4.2**

## **4.4 Responding to texts<sup>4</sup>**

### **4.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE**

#### **4.4.2 Grade 8**

#### **4.4.3 CELEBRATIONS**

#### **4.4.4 Module 18**

#### **4.4.5 RESPONDING TO TEXTS**

##### **4.4.5.1 Activity 1:**

##### **4.4.5.2 To read a text (fiction) and read for information**

##### **4.4.5.3 [LO 3.1, 3.4.3]**

We celebrate many different occasions. Among others, we celebrate events which are linked to our political history. One such day in South Africa is Youth Day. This day commemorates the tragic day when children risked their lives to fight against discrimination and racism.

<sup>4</sup>This content is available online at <<http://cnx.org/content/m22093/1.1/>>.

- In the following article, the youth tell us how they remember that day and also compare their expectations of the future with the reality of living in the new South Africa today.

### The Long Walk Down Vilakazi Street

The setting winter sun bathes the gently curving road, casting the children, the commuters and the face-brick houses in brilliant gold. In that instant, the narrow Soweto street appears welcoming and prosperous. However, this was not always the case in Vilakazi Street, Orlando West.

Twenty-five years ago, on 16 June, 1976, the street became a war zone when police opened fire on about 15 000 pupils demonstrating against Bantu education. In a day of violence, 23 people – including 13-year-old Hector Peterson – were killed and 219 injured. The violence sparked a popular uprising that eventually became known as the “Soweto riots”.

It was a day residents of Vilakazi Street had never expected to witness – and which they can never forget. “I got home from work about 6 pm. The tyres were burning. Cars were burning. The police were roaming around”, said Mxolisi Ngcoza, 47, who is now unemployed.

Ngcoza, who has lived in Vilakazi Street since 1964, said he had been aware from radio broadcasts that there had been “trouble” in the townships and that it was “bad”, but he had not been prepared for the magnitude of the violence.

Vilakazi Street – the only road in the world that boasts two Nobel Peace Prize Laureates in former President Nelson Mandela and Archbishop Desmond Tutu – was never the same. “The children had our support. They brought Soweto and our problems to the attention of the world. It was the same in 1984, 1985 and 1986. If it were not for them, I often think, what would have happened next? How much longer would we have waited?” says Bobby Makwetla, 59, a former Vilakazi Street resident.

Life in Vilakazi Street changed over the ensuing years. A tarred road replaced the gravel street, and bigger houses replaced council houses damaged in the 1976 clashes. A block of flats built by computer company IBM and fancy fences were added to the mix.

After a negotiated settlement and the election in 1994, the residents of Vilakazi Street had finally gained their freedom.

The standard of living has deteriorated because most people don’t have jobs,” said Shadrack Motau, a former IBM employee. Motau’s sentiments are echoed up and down the street, where many unemployed and desperate residents spend their days at home.

Yet Mafafane and Matau say that the struggle was not in vain. “It was worth every minute, despite the predicament the youth find themselves in.” Mafafane added: “We have freedom of expression and freedom of movement. Things have changed dramatically, even though they are not material things.”

Motau believes that there is hope. “Most students involved in the struggle became dropouts after 1976, but I feel there is potential. We need to empower the youth in tourism and life skills.”

As far as Motau is concerned, there is no place better to start empowerment than Soweto and Vilakazi Street with their rich heritage and huge attraction for tourists. Mafafane, who never finished school because of the disruptions to education following the 1976 uprising, also believes the cause is not yet lost. Freedom was only a start, and, hopefully, material things will follow.

As the sun sets over Vilakazi Street, this wish does not seem as far-fetched, as it sounds. After all, only 25 years ago, residents thought freedom was as distant as the moon.

[Extract taken from *Sunday Times*, June 17, 2001]

After you have read the article, answer the following questions:

Use your own words and answer in full sentences.

- a) Why could Vilakazi Street be described as a war zone in 1976?
- b) Explain in your own words what the pupils were protesting about on June 6, 1976?
- c) What purpose did the rocks and tyres in the road serve?
- d) How does Bobby Makwetla feel about the children’s involvement in the 1976 uprising?
- e) What were the children “waiting for”?
- f) Name at least three positive changes in Vilakazis Street which occurred after 1994.
- g) Name at least three things which residents consider as current problems in Vilakazi Street.
- h) How, according to Motau, can the current problems of Vilakazi Street be solved?

- i) Quote a simile from the last paragraph of the article.
  - j) Which two Nobel Peace Prize winners used to live in Vilakazi Street?
  - k) Name two other South African Nobel Peace Prize winners:
  - l) Write a short paragraph giving, in your view, as many positive things about South Africa today as you can find and then compare your list to a partner's:
- Tip: A book to read that might give you the hope referred to in this article is:  
*'South Africa: Reasons to Believe'* by Guy Lundy and Wayne Visser.

#### 4.4.5.4 Activity 2:

#### 4.4.5.5 To read and respond to social texts

#### 4.4.5.6 [LO 3.3, 3.5]

Advertisements form part of our everyday lives. Name a few places where we find advertisements.

Advertisements have certain things in common.

You should be able to identify the following aspects of advertisements.

- The PRODUCT that is advertised. What do they want us to buy?
- The name of the MANUFACTURING COMPANY. Who makes these products?
- The TARGET CROUP (People at whom the advertisement is aimed.)
- The LOGO of the manufacturing company (A typical sign, sketch or badge used on all its products).
- The SLOGAN of the manufacturing company. The short written expression used by the company to state its goal. It is short, easy to remember and appears on all the company's products.

CHOICE OF PHOTOGRAPH, SKETCH AND WORDS. Always ask yourself:

- Why has a particular picture been used to advertise the product?
- What is the connection between the picture and the product?

#### 7. MOST OUTSTANDING FEATURE OF THE PRODUCT:

What it is about the product that is so special that people will be convinced to buy it.

Now bring your own example of an advertisement to school.

It must have both words and pictures.

Paste the advertisement in your module below.

Point out the different aspects of the advertisement by labelling them.

The purpose of an advertisement is to convince the person reading it, to buy the product. In the process of convincing people to buy their products, some advertisers sometimes distort the truth.

Consumers need to distinguish between FACT and OPINION in advertisements.

Let us look at the following:

- A fact is something that cannot be changed e.g. A dog has four legs.
- An opinion is something that is one person's view only. E.g. That painting is beautiful. (Another person may disagree.)

Which of the following are **fact** and which are **opinion**:

1. Mrs White has moved in next door.
2. She has lovely furniture.
3. Her three dogs are big.
  4. They are very playful.
  5. She has many children.
  6. I shall invite her to tea.
  7. I am a good neighbour.

Janine and Tom are planning their wedding celebration feast. Not only does the bride want to look perfect from tip to toe, but they both want their guests to enjoy themselves.

They have consulted a number of advertisements. Find TWO advertisements, one dealing with bridal outfits and the wedding ceremony, and one dealing with catering for weddings. Now, try to analyse them according to the following:

Advertisement One:

Complete the following table by filling in the required information from Advertisement One.

|  |  |
|--|--|
| Product advertised                                 |  |
| Manufacturing Company                              |  |
| Targeted Customer                                  |  |
| Slogan   |  |
| Logo (describe it shortly in words)                |  |
| Outstanding Feature                                |  |
| Identify any negative aspect about these products? |  |

**Table 4.7**

Find three facts and three opinions in this advertisement.

| Facts | Opinions |
|-------|----------|
|       |          |
|       |          |
|       |          |

**Table 4.8**

Advertisement Two:

Make a list of all the positive aspects of this product.

Say if the following statements are **true** or **false**. Give a quotation that proves your answer correct.

Find three facts and three opinions in this advertisement.

| Facts | Opinions |
|-------|----------|
|       |          |
|       |          |
|       |          |

**Table 4.9**

#### 4.4.6 Assessment

|  |
|--|
| LO 3   |
| reading and viewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts. |
| We know this when the learner:   |
| 3.1 reads a text (fiction or non-fiction);   |
| 3.3 reads and responds to social texts;  |
| 3.4 reads for information:3.4.3 summarises information;  |
| 3.5 analysis photographs in texts (e.g. advertisements and newspapers).  |

Table 4.10

#### 4.4.7 Memorandum

##### ACTIVITY 1

Before learners read the comprehension, determine their pre-knowledge of Youth Day through discussion.

1. Police were shooting pupils.
2. They protested against the inferior education which African learners were subjected to by the government forces.
3. These served as obstacles so that the police could not go into Soweto.
4. The adults supported them. They appreciated it.
5. They were waiting for freedom from Apartheid,
6. Tarred roads; bigger houses; block of flats
7. It is dirty. People are unemployed. People are poor.
8. Empower the youth in tourism and life skills.
9. "Freedom was as distant as the moon"
10. Nelson Mandela; Desmond Tutu
11. F.W.de Klerk and Albert Luthuli

##### ACTIVITY 2

Places where advertisement can be found: magazines; television; radio; billboards at stations; bus stops; litter bins etc.

Fact / Opinion

1. fact 2. opinion 3. fact 4. fact
5. opinion 6. fact 7. opinion

Advertisement One.

They need to fill in the form according to the advertisement they have brought with them, and also to identify the facts and the opinions, but be ready to show you the copy for proof.

|  |  |
|--|--|
| Product advertised   |  |
| Manufacturing Company                                      |  |
| Targeted Customer  |  |
| Slogan   |  |
| Logo (describe it shortly in words)                        |  |
| Outstanding Feature  |  |
| Can you identify any negative aspect about these products? |  |

**Table 4.11**

Advertisement two:

They also need to identify the facts and opinions



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